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ABSTRACT

The purpose of this guide is to assist Latin and English teachers who have some background in Latin to expand the English vocabulary and reading skills of pupils through the study of Latin roots, prefixes, and suffixes. The lessons are designed also to familiarize pupils with aspects of classical culture, specifically sports and games, and to introduce orally some basic Latin. The introductory material provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling, and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in this unit. The guide itself contains 23 lessons for oral presentation. Each lesson plan details the objectives and class activities. The second part of the guide consists of a set of pen-and-ink drawings suitable for mounting. (AMH)

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GRECO- ROMAN SPORTS AND GAMES

Teacher's Guide

Tentative Edition

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Ass't. Director of Foreign Language Education
Dr. Rudolph Masciantonio

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FOREWORD

This guide is intended to assist Latin teachers and English teachers with background in Latin to expand the English vocabulary and reading skills of pupils through the study of Latin roots, prefixes and suffixes.

Recent research in various parts of the country has shown the significantly positive effect of the study of Latin on the vocabulary and reading skills of pupils of all backgrounds and abilities. Over 65% of the words in English come from Latin either directly or indirectly, including most literary and scientific terminology. Latin roots, prefixes, and suffixes provide the key to unlocking the meanings of these words. In addition, the inflected nature of the Latin language affords pupils the opportunity to acquire a linguistic perspective that is helpful in learning English.

This guide also is designed to familiarize pupils with aspects of classical culture and its impact; to introduce orally some basic Latin; and to stimulate interest in the study of languages and the Humanities in general.

Rudolph Masciantonio

DR. ELEANOR L. SANDSTROM
Director
Foreign Language Education

DR. RUDOLPH MASCIANTONIO
Assistant Director
Foreign Language Education

DR. BERNARD G. KELNER
Associate Superintendent
for Curriculum & Instruction

ACKNOWLEDGEMENTS

This guide was written by:

Dr. Rudolph Masciantonio, Assistant Director of Foreign Language Education, The School District of Philadelphia

Assisting and advising him in the development of this unit were the following members of the Latin and Greek Curriculum Committee of the School District:

Dr. Pietro D'Angelo, Itinerant Teacher of Latin, A. Wilson School, District I

Harry J. Farnon, Teacher of Latin, Central High School, District 6

William J. Farnon, Teacher of Latin, Fitler Academics Plus, District 6

Robert F. MacNeal, Foreign Language Department Head, Germantown High School, District 6

Grace McFarland, Itinerant Teacher of Latin, Lingelbach School, District 6

Richard Miller, Teacher of English, Bok Area Vocational Technical High School, District 2

Charles L. Myers, Itinerant Teacher of Latin, Howe School, District 7

Roland Nemeth, Teacher of Latin and Greek, Middle Years Alternative (MYA) For the Humanities, District I

William O. White, Itinerant Teacher of Latin, Bache School, District 2

Charles S. Ellis, Jr., Itinerant Teacher of Latin and Greek, E.M. Stanton School, District 2

Georgine Wickel, Teacher of Latin, The Philadelphia High School for Girls, District 6

Helen Lamont, Itinerant Teacher of Latin, Duckrey School, District 4

Dr. Eleanor L. Sandstrom, Director of Foreign Language Education, The School District of Philadelphia

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INTRODUCTION

I. GENERAL NOTES ON TEACHING LATIN IN THE PHILADELPHIA SCHOOL DISTRICT

The major goals for the teaching of Latin in The School District of Philadelphia have been stated as follows by the Latin and Greek Curriculum Committee and the K-12 Foreign Language Curriculum Committee:

1. To teach pupils to understand, speak, read, and write Latin within an appropriate cultural context.

2. To widen the cultural horizons of the pupils, especially through comparing the classical past with our own world and through showing the relationship between our world and that of the ancient people.

3. To extend the verbal functioning of the pupils in English, especially through vocabulary building based on Latin roots and affixes.

4. To foster interest in the study of classical and modern languages and the Humanities in general.

Other goals are:

1. To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages.

2. To improve the self-concept of pupils by giving them the opportunity to study a subject area with which they might not otherwise identify.

To aid in the accomplishment of these goals certain basic principles have been postulated regarding Latin instruction. These principles, together with the goals listed above, constitute School District policy on Latin instruction.

1. Latin programs must be geared to the needs of all children -- not just the academically talented or the college bound.

2. Latin teaching must be multisensory, lively, dramatic, enthusiastic, and creative. Pupils must be fully involved in the learning process.

3. Aural-oral work must be emphasized since this tends to heighten student interest and leads ultimately to a more natural and facile reading ability. Listening and speaking should always precede reading and writing.

4. Emphasis should be given to usage and to practice in the structure of the language as opposed to minute grammatical analysis.

5. Extending the English verbal functioning of pupils, especially by relating English words to their Latin roots and affixes, should form a major part of the Latin program. Attention should be given to contrastive study of the structures of Latin and English.

6. Comparing and contrasting classical culture with our own and tracing the influence of the past on the present should be emphasized.

II UTILIZATION OF THE GUIDE

A. Scheduling

This guide may form part of a minicourse or "course-within-a-course" on Word Power through Latin. The scheduling patterns that may be used for such a minicourse or "course-within-a-course" are very flexible; some workable possibilities include:

- one class period (circa 45 minutes) per week for an entire school year devoted to Word Power through Latin
- two class periods per week for a semester devoted to Word Power through Latin
- five class periods per week for one or two months devoted to Word Power through Latin
- a portion of almost every class period (e.g. 20 minutes) for an entire school year devoted to Word Power through Latin

The guide may also form part of the basis of a completely separate course (either a major or minor) called Word Power through Latin.

The guide may be used with pupils in grades 7-12 who have not necessarily studied any Latin previously. It may be used with pupils of all backgrounds and abilities.

B. Staffing

The guide may be used by a Latin teacher as part of a Latin course.

An English (or Reading or Language Arts) teacher with some background in Latin could also utilize the guide as part of the English course. Conceivably teachers in other fields may find the guide useful. Secondary school English teachers who are participants in the Language Arts through Latin project receive supportive help from the Division of Foreign Language Education. Secondary School English teachers who are not already participants in the Language Arts through Latin project and who wish to use this guide with their classes are urged to join the project. For details contact the Division of Foreign Language Education.

C. Articulation with Other Materials

This guide is part of a group of curriculum materials designed to build the English vocabulary and reading skills of secondary school pupils. The guide may be used before or after the other components of the group or completely independently of them. To date the following materials have appeared:

- Word Power through Latin: A Curriculum Resource
- The Numbers in Latin
- Star Trek with Latin
- Greco-Roman Sports and Games
- Latin the Language of Health Sciences

A guide on Legal Latin is also being planned. The teacher who uses this guide should also be aware of portions of the elementary school Latin curriculum materials which deal with English vocabulary development. These include:

- Look for the Latin Word: A Gamebook on English Derivatives and Cognates to Accompany How the Romans Lived and Spoke
- Latin the Key to English Vocabulary: A Gamebook on English Derivatives and Cognates to Accompany Voces de Olympo

With adaptations it is possible to use the above listed elementary school materials with secondary school pupils just as parts of the secondary school Word Power through Latin materials may be adopted to elementary school pupils.

D. Organization of Each Lesson

Each lesson is conceived of as approximately 45 minutes of instruction for an average secondary school class. Naturally some classes will require more time and some less. In general thorough mastery of what is covered is preferable to simply "covering" material without mastery.

Each lesson specifies what can be taught (objectives) and how to teach it (activities). In a way the teacher is provided with a step-by-step recipe for accomplishing the objectives of each lesson. The teacher at first may wish to follow the "recipe" very closely. Later, of course, adaptations in the activities (and in the objectives of the lessons) may be made. All adaptations, however, should be made within the framework of the general notes on teaching Latin in the Philadelphia School District given

at the beginning of this introduction.

Latin utterances (quotations, dialogues, phrases) appearing in the guide are to be introduced orally. Teachers should let the pupils hear these utterances and then have them repeat them chorally and individually. Reading and writing these utterances should come only as a third and fourth step after understanding and speaking. In other words a strict four skills or audio-lingual or aural-oral-lecto-graphical approach is envisioned.

The same audio-lingual approach is to be used for the teaching of English derivatives and cognates. Hearing and speaking should always precede reading and writing.

Wordgames which are included in the guide in general should be reproduced so that each pupil receives a copy. Due to shortages in paper and breakdowns in duplicating machines in the schools, teachers may prefer to treat the copies of the wordgames as non-consumable items.

The guide ends with a unit review which enables the teacher to gauge how well pupils have mastered the content.

E. General Hints to the Teacher

The following list of helpful hints for using this guide was drawn up as a result of field testing:

1. Be sure to adhere to the audio-lingual approach. Presenting the four language skills (listening comprehension, speaking, reading, and writing) distinctly and in proper order will provide required re-entry for pupils. It is also a more natural way to acquire knowledge of a first or second language.

2. Be sure to appeal to as many of the senses of pupils as possible. A talking teacher is not enough --- no matter how engaging or interesting. Use visual cues (where appropriate), charts, the chalkboard, and other realia. Get the pupils physically involved in the learning process as much as possible.

3. Be enthusiastic about your subject!
Your enthusiasm will be contagious!

4. Get the pupils involved in enrichment projects of various kinds. Pupils can be asked to make posters illustrating etymological relationships or illustrating quotations and proverbs introduced in the course of the unit or illustrating cultural concepts.

5. Give emphasis to the <u>usage</u> of new English derivatives and cognates. Get the pupils using the derivatives and cognates in sentences.

6. Relate what is taught in the Word Power through Latin unit to the rest of the curriculum whenever appropriate. Invite pupils to use etymological principles, for example, in learning new vocabulary in any subject. Encourage them to become aware of the impact of the classical heritage in such areas as art, literature, music, history, and science.

7. Be sure to intersperse choral and individual response in your teaching. Pupils need the practice and security that choral response and repetition provide. They also need to be heard individually so that the teacher can assess their efforts and provide individualized help.

8. Be sure that material placed on and copied from the chalkboard is accurate. Teachers should supervise carefully the transcription of material by pupils.

F. An Overview of the Material To Be Taught in This Unit

1. Latin utterances connected with Greco-Roman sports and games
2. Information on Greco-Roman sports and games in comparison with modern sports and games
3. The ablative case-some forms and some uses
4. English derivatives and cognates connected with Latin utterances

Lesson 1

Objectives

1. To introduce the following Latin utterances orally:

Discus est. Quid est? Discus est.	This is a discus. What is this? This is a discus.
Discobolus est. Quis est? Discobolus est. Discobolus discum in manu habet. Ubi est discus? In manu.	This is a discus thrower. Who is this? This is a discus thrower. The discus-thrower holds the discus in his hand. Where is the discus? In his hand.

2. To give pupils an introduction to the Olympic games

Activities

1. Ask the pupils what they know about the modern Olympic games

   Explain to the pupils if necessary that:

   a. The games originated in ancient Greece (circa 776 B.C.).

   b. The games were originally part of religious festivals in honor of Olympian Zeus.
   The Greeks assumed that what gave pleasure to them also gave pleasure to the gods.

   c. The games in antiquity involved foot races, wrestling, boxing, javelin throwing and jumping. Sacrifices to the gods, processions, victory banquets and the presentation of prizes(crowns made from olive leaves and palm branches) were also parts of the games.

   d. The Olympic games ceased in antiquity in the late 4th century A.D. They were revived in the late 19th century A.D.

   e. The modern Olympic games include many sports not found in the ancient games, e.g., cycling, rowing, skiing, bobsledding, swimming, volleyball and canoeing.

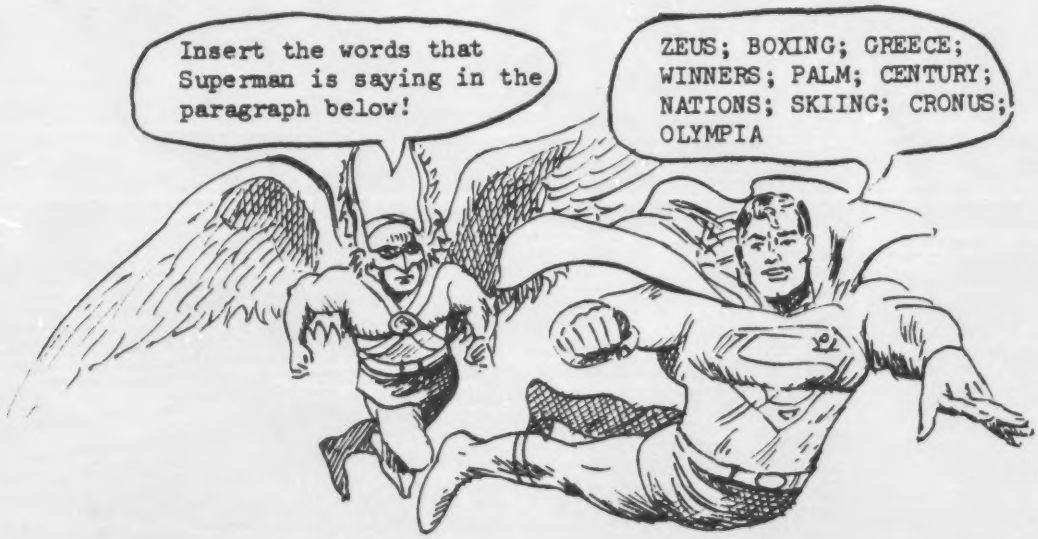
   f. The ancient games were held at Olympia, a town in Greece where Zeus was supposed to have contended with his father Cronus for the rule of the heavens. Modern Olympic games, on the other hand,are held in various cities, but a runner enters the stadium and lights the Olympic Flame with a torch that has been carried by relays of runners from Olympia, Greece.

It is interesting to note that Bill Bradley, a former New York Knicks forward, has advocated that the games be held only at Olympia, Greece.

g. In ancient times only Greek city states participated in the games; in modern times many nations from all parts of the world participate. Mention to the pupils that in this Unit they are going to learn more about the Olympic Games and the other sports and games of the Greeks and Romans.

2. Show the cue card with the discobolus. Point to the discus and say Discus est. Have pupils echo. Say the questions Quid est? Elicit the answer Discus est. Follow a similar approach for introducing the utterance Discobolus est. The utterance Discobolus discum in manu habet may be introduced by having someone assume the stance of a discobolus and hold a discus-like object (e.g., a frisbie, a cardboard discus) in hand alternate choral and individual response. Vary the speed of the response by using such directions as Lente! or Celerite! Vary the volume of the responses by using such directions as Magna voce! or Submissa voce!

3. Duplicate the following review questions and have pupils work on them during the last 10 minutes or so of the period. While pupils are working on the questions the teacher's role should become tutorial.


Insert the words that Superman is saying in the paragraph below!
ZEUS; BOXING; GREECE; WINNERS; PALM; CENTURY; NATIONS; SKIING; CRONUS; OLYMPIA

The Olympic games originated in ancient _____. The games were originally part of religious festivals in honor of _____, the king of the Gods. The games in ancient times involved foot races, wrestling, jumping and _____. Sacrifices were made to the gods and prizes were given to the _____. The prizes were crowns made from olive leaves and branches of _____. The Olympic games were revived in the 19th _____A.D. after centuries of not being held. The modern Olympic games include many _____from all parts of the world whereas the ancient games were limited to the Greek city states. The modern Olympic games also include many sports not found in the ancient games, for example,_____.

The modern games are held all over the world in various cities whereas the ancient games were held in Olympia, a town in Greece where Zeus was supposed to have fought with his father_____ over the rule of the heavens. In the modern games a relay of runners carries the Olympic Flame from_____, Greece to the stadium where the games are being held.

Lesson 2

Objectives

1. To introduce the following Latin dialogue orally:

Discobolus discum jacit.	The discobolus throws the discus.
Quid agit discoöolus?	What does the discobolus do?
Discobolus discum jacit.	The discobolus throws the discus.
Discus per aëra volat.	The discus flies through the air.
Ubi volat discus?	Where does the discus fly?
Per aëra.	Through the air.
Discus in terra est.	The discus is on the ground.
Ubi est discus?	Where is the discus?
In terra.	On the ground.
In Olympiis victor longissime discum jacit.	In the Olympic Games the winner throws the discus the farthest.
Quis discum longissime jacit?	Who throws the discus the farthest?
Victor.	The winner.

2. To compare ancient sports with modern sports

3. To review the dialogue introduced in the previous lesson

Activities

1. Ask the pupils if they can think of any differences between sports in antiquity and sports in modern times. The main differences that you are looking for are as follows:

   a. **Athletics in ancient times were connected with religious festivals. People assumed that whatever gave pleasure to them would also give pleasure to the gods. Second the large crowds which assembled for the festivals provided spectators for the games. In modern times there is no connection between sports and religion.**

   b. Ancient athletes competed completely naked. The attitude of the ancients toward public nudity was much more accepting than the attitude of many modern people.

   c. The program of events in ancient times was more restricted than in modern times. In addition to races for horses and chariots there was wrestling, boxing, foot races, javelin throwing and discus throwing.

2. Using the appropriate cue card teach the dialogue listed in the objectives in the usual manner. Expressions such as per aëra, in terra and longissime are best dramatized to make the meanings clear (e.g., throw something per aera, point to something in terra, show something that traveled longissime.)

3. Use the appropriate cue card to review the dialogue presented in the previous lesson. Review of Latin dialogues virtually on a daily basis should be done to insure mastery. Such review is not generally indicated specifically in these lesson profiles.

4. Ask pupils to write about the differences between ancient and modern sports and to tell which they think they would like to participate in and why. Collect and correct the papers.

Lesson 3

Objectives

1. To introduce the reading and writing of the following Latin utterances:

Discus est.
Discobolus est.
Discobolus discum in manu habet.
Discobolus discum jacit.
Discus per aëra volat.
Discus est in terra.
In Olympiis victor longissime discum jacit.

2. To introduce the following English derivatives and cognates orally: discotheque, discophile, discoid, discography, disc jockey manipulate, manumit, manual, inject, eject, reject, volatile, Volare, volant, volplane

Activities

1. Prop the cue cards along the chalkboard and write the appropriate Latin utterance near it. Read the utterance aloud. Have the pupils read chorally after you(**Repetite post me**) and with you (**Legite mecum**). Have pupils read individually (Lege, discipule) as you point to an appropriate utterance.

2. Have pupils copy the Latin utterances and draw stick figure illustrations where appropriate to illustrate the utterances.

3. Tell the students that they are going to learn about some English words that come from Latin words they've been studying. Have the students echo the derivatives and cognates chorally and individually. Ask what each derivative or cognate means and explain it in terms of its Latin root. Where necessary supply information. Avoid writing the English word on the board until the students have echoed it and become comfortable with it. Gradually construct the following chart on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
discotheque	discus "disc or discus"	a nightclub featuring dancing to recorded music
discophile	same as above	a lover of phonograph records
discoid	same as above	shaped like a disk
discography	same as above	a catalog of phonograph records

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
disc jockey	discus "disc or discus"	radio announcer who presents comments on popular phonograph
manipulate	manu "hand"	to operate or control with one's hands
manumit	same as above	to free a slave
manual	same as above	a handbook, by hand
inject	jacit "throws"	to introduce, throw in
eject	same as above	to throw out
reject	same as above	to refuse to accept, to throw away
volatile	volat "flies"	evaporating rapidly; flighty, tending to violence
Volare	same as above	a Chrysler Corp. Car
volant	same as above	flying or capable of flying
volplane	same as above	to glide toward earth with the engine cut off

4. Have pupils copy the chart into their notebooks

5. If time allows, give the following TRUE or FALSE quiz in written form or orally.

   a. There are many lively discotheques in Center City.

   b. Some plants have discoid leaves.

   c. The radio announcer who introduces records is called a disc jockey.

   d. In many record stores you may consult a discography to locate a particular record.

   e. People who listen to records all day are discophiles.

   f. Bats are volant mammals.

   g. Commercial airplanes do not normally volplane when landing.

   h. Gasoline is volatile.

   i. To reject something is to refuse to accept it.

   j. The doctor may inject a patient with a needle.

   k. It is rare for a pupil to be ejected from this school.

l. Clay must be carefully manipulated in order to produce a fine statue.

m. A new appliance often comes with an instruction manual.

n. Sometimes a Roman citizen would manumit a deserving slave.

o. A Volare is a kind of automobile.

Lesson 4

Objectives

1. To introduce the Following Latin dialogue orally:

Philippus est.	This is Philip.
Quis est?	Who is this?
Philippus est.	This is Philip.
Arena est.	This is sand.
Quid est?	What is this?
Arena est.	This is sand.
Hic Philippus salit.	Philip is jumping here.
Quid accidit in hoc loco?	What is happening in this place?
In hoc loco Philippus salit.	Philip is jumping here.
Duo pondera manibus portat.	He carries two weights in his hands.
Quid manibus portat?	What is he carrying in his hands.
Duo pondera.	Two weights.
Cur pondera portat?	Why does he carry weights?
Ut longius salire possit.	So that he can jump farther.
Quis victor est?	Who is the winner?
Qui longissime salit.	The one who jumps furthest.

2. To summarize what is known about jumping and javelin throwing in Greek athletics.
3. To review derivatives and cognates presented in the lesson.

Activities

1. Using the cue card depicting an athlete jumping with weight in his hands, introduce the above dialogue in the usual fashion.

2. Point out that the ancient Greeks practiced only the long jump in the Olympic Games and other competition. Facility in the long jump was considered useful for traveling quickly across the Greek countryside, cut as it often is by small ravines and water-courses. Pole-vaulting was practiced "on the side" rather than in formal competition.

The details of the Greek long jump are still a matter of much controversy. We are not sure whether the weights were thrown backwards in mid-air or retained by the jumper until he landed. Probably he retained them.

3. Show the cue card depicting the athlete throwing the javelin. Point out that of all the events of the Olympic Games, the javelin throw resembled mostly a war training exercise. Soldiers in antiquity usually carried two javelins. These were thrown before coming close to the enemy, where swords and shields were used. In antiquity a throng was looped over the fingers of the throwing hand, which added to the speed of the throw and imparted a spin to the javelin. The spin made the javelin more accurate and steady.

4. Distribute the following word game to the pupils. Have them work on it silently while you move around the room assisting individuals. Or have individual pupils come to the front of the room for assistance.

WORDGAME ~~#~~ 1

Dennis and Margaret are practicing using English derivatives and cognates. Help them out by inserting the words below in the proper places.

discotheque	manipulate	volatile
discoid	manumit	Volare
disc jockey	manual	volant
discography	inject	volplane
discophile	eject	
	reject	

DENNIS THE MENACE
A _____ is a kind of automobile
And to free a slave is to _____ him
It would be wrong to call cats _____ since they can't fly
But they certainly know how to _____ people
I consult a _____ when I want to find a record title
It's easier to ask the _____ who announces records on radio

When an airplane cuts it's engine and glides to earth it is said to _____
Saucers have a _____ shape
My mother wants to _____ Hotdog from the house
The vet may want to _____ Hotdog with a vaccine
Did you know that people who love to listen to records are called _____ ?
Yes and did you know that to refuse to accept something is to _____ it ?
My father's car has a _____ shift, rather than automatic
Cars can't fly ; therefore they are not _____
Sometimes I think you have a _____ personality
Sometimes you get me so mad that I'd like to _____ you bodily
Well I'll never dance with you at the _____
Ugh ! You get me so mad Dennis Mitchell

Lesson 5

Objectives

1. To introduce the reading and writing of the following Latin utterances

> Philippus est. Arena est.
> In hoc loco Philippus salit.
> Duo pondera manibus portat.
> Pondera portat ut longius salire possit.
> Victor est qui longissime salit.

2. To introduce the following English derivatives and cognates: arena, arenaceous, arenicolous, sally, salient, salience, localism, locale, loc. cit., ponder, ponderosa, ponderous, portmanteau, portfolio, portly

Activities

1. Prop the appropriate cue card along the chalkboard and write the appropriate Latin utterances near the various parts. Read each Latin utterance aloud. Have pupils read chorally and individually.

2. Have pupils copy the Latin utterances and draw stick figure illustrations to illustrate the utterances.

3. Approach the following chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
arena	arena "sand"	place where sports or activities take place
arenaceous	same as above	sand-like in appearance
arenicolous	same as above	growing or living in sand
sally	salit "jumps"	to rush or leap forth suddenly
salient	same as above	projecting or standing out, striking, conspicuous
salience	same as above	conspiciousness
localism	loco "place"	a custom peculiar to one place
locale	same as above	a scene or setting
loc.cit.	loco citato "in the place cited"	in the place cited
ponder	pondera "weights"	to weigh mentally
ponderosa	same as above	a tall timber pine tree
ponderous	same as above	having great weight, massive, heavy

*ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
portmanteau	portat "carries"	a large leather suitcase
portfolio	same as above	a case or container for papers or documents
portly	same as above	fat

4. Have pupils answer the following questions orally or in writing:

   a. Why is the surface of Mars sometimes called arenaceous?
   b. What covered the surface of the arena in the Colosseum?
   c. Why are cacti called arenacolous plants?
   d. Is it dangerous to sally into traffic on a busy street?
   e. Are salient problems big or small?
   f. If a person talked about the salience of a purple, orange, and pink shirt, what would he or she be talking about?
   g. What does it mean to say that soft pretzels are a localism in Philadelphia?
   h. What is the locale of a movie about a big city?
   i. What does the abbreviation loc. cit. mean when it is found in footnotes?
   j. If you spend time pondering your future what would you be doing?
   k. Why is ponderosa considered good for construction work?
   l. What is a ponderous problem?
   m. What is usually carried in a portfolio?
   n. What is usually carried in a portmanteau?
   o. Is Jackie Gleason portly?

Lesson 6

Objectives

1. To introduce the following Latin dialogue orally

Jaculum est.	This is a javelin.
Quid est?	What is this?
Jaculum est.	This is a javelin.
Philippus jaculum tenet.	Philip holds a javelin.
Quid tenet Philippus?	What is Philip holding?
Jaculum.	A javelin.
Philippus jaculum emittit.	Philip hurls the javelin.
Quid agit Philippus?	What is Philip doing?
Jaculum emittit.	He is hurling the javelin.
Magna cum cura jaculum emittit.	He hurls the javelin with great care.
Quomodo jaculum emittit?	How does he hurl the javelin?
Magna cum cura.	With great care.
Victor est qui maxima cum cura emittit.	The winner is the one who hurls it with the greatest care.
Quis est victor?	Who is the winner?
Qui maximā cum curā emittit.	The one who hurls it with the greatest care.

2. To review derivatives and cognates presented in the previous lesson

Activities

1. Approach the above dialogue in the usual way using the cue card depicting an athlete throwing a javelin.
   Hand gestures may be used to distinguish magnā cum curā from maximā cum curā

2. Duplicate and distribute the following wordgame on derivatives.

WORDGAME 2

Wonder Woman is practicing use of our derivatives and cognates. First she and her friend list them. Help them by inserting the words into the proper sentence.

Arenaceous, arena, arenicolous, sally, salient, salience, localism
Locale, loc., cit., ponder, ponderosa, ponderous, portfolio, portmanteau, portly
A fat person may be described as _____
A type of suitcase is a _____
A container for papers is a _____
Serious, thoughtful people may be described as _____
An abbreviation meaning "in the place cited" is _____
Boxers fight in an _____
Cable cars are a _____ in San Francisco
A scene or setting is a _____
_____ pine is good wood for building
The _____ of City Hall in Philadelphia is striking to tourists
I remember only the _____ points of the book
Some insects live in the desert and are therefore _____
I'll have to _____ that statement
I got hurt because I used to _____ out into traffic
Your hands have an _____ appearance
I really like derivatives
It's really interesting the way we get so many English words from five Latin roots: ARENA, SALIT, LOCO, PONDERA, PORTAT

Lesson 7

Objectives

1. To introduce the reading and writing of the following Latin utterances

> Jaculum est.
>
> Philippus jaculum tenet.
>
> Philippus jaculum emittit.
>
> Magna cum cura jaculum emittit
>
> Victor est qui maximā cum curā emittit.

2. To introduce the following English derivatives and cognates: tenant, tenacious, tenure, tenaculum, tenable, emision, emit, emissary, curator, curative, manicure, sinecure, Cuticura, maximum, maximize, maxim

Activities

1. Prop the appropriate cue card against the chalkboard. Write the utterances on the chalkboard. Use arrows to indicate to what part of the picture the sentence refers.

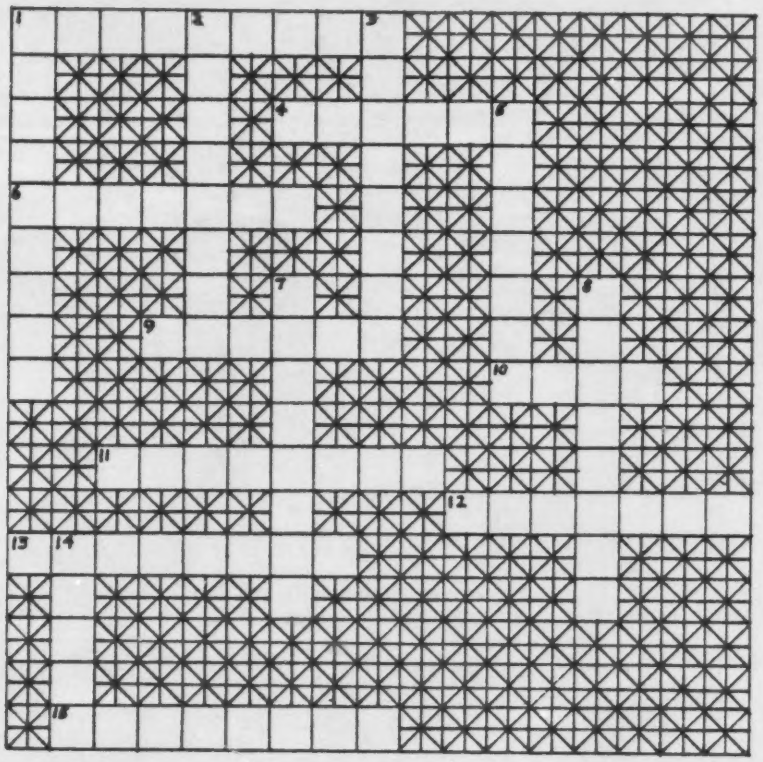
2. Approach the following derivative chart in the usual manner

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
tenant	tenet "hold"	Person occupying temporarily property, owned by another
tenacious	same as above	holding tightly
tenure	same as above	permanence in a job
tenaculum	same as above	a surgical tool for holding
tenable	same as above	able to be held, capable of being sustained
emission	emittit "hurls"	act of sending forth
emit	same as above	to send forth
emissary	same as above	a person sent
curator	curat "cares"	person in charge, keeper
curative	same as above	a remedy; providing a remedy
manicure	same as above	treatment of fingernails and hands

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
sinecure	curat "cares"	a job without responsibilities
Cuticura	same as above	Brand name of a soap meaning "care of skin"
maximum	maximus "very great"	fullest capacity
maximize	same as above	to increase to the utmost
maxim	same as above	a general truth

3. Duplicate the following crossword puzzle on derivatives and have pupils work on it.

CRUCIGRAMMA



WORD GAME 3

tenaculum
tenant
tenacious
tenure
tenable
emission
emit
emissary
curator
curative
manicure
sinecure
Cuticura
maximum
maximize
maxim

TRANSVERSUM

1. A surgical tool for holding
4. A person who rents
6. Person in charge; keeper
9. Holding a right to a job
10. Send forth
11. Without a care
12. Fullest capacity
13. A person sent
15. To increase to the utmost

DEORSUM

1. Holding tightly
2. Cures
3. Care of the hand
5. Able to be held
7. Brand name of a soap meaning "care of the skin"
8. Act of giving off heat, light, smell, etc.
14. A general truth

Lesson 8

Objectives

1. To introduce the following Latin dialogue orally:

Philippus currit.	Philip is running.
Quid agit Philippus?	What is Philip doing?
Philippus currit.	Philip is running.
Philippus est cursor.	Philip is a runner.
Quis est Philippus?	Who is Philip?
Philippus est cursor.	Philip is a runner.
Philippus celerrime currit.	Philip runs very quickly.
Quomodo Philippus currit?	How does Philip run?
Celerrime	Very quickly
Philipus cursu cum aliis contendit.	Philip races with others.
Quid agit Philippus?	What is Philip doing?
Cursu contendit.	He is racing.
Quibuscum cursu contendit?	With whom is he racing?
Cum aliis.	With others.
Quis vincit?	Who wins?
Philippus	Philip
Cur vincit?	Why does he win?
Quod celerrime currit.	Because he runs fastest.

2. To present background on racing

3. To give pupils practice in reading and writing derivatives and cognates presented in previous lesson

Activities

1. Show the pupils the cue card of the athlete running. Explain that races were popular among the ancient Greeks. There were two differences between their races and modern races.
   a. The Greeks had an abrupt turn around a post instead of a gradual bend

b. At times the Greeks used a starting gate to prevent jumping the gun. There were four different types of running races. One was the so-called one stade dash. A stade roughly equalled 200 yards. This was the most prestigious running event. The Greeks felt that this race proved who was the fastest runner. Fourteen or sixteen men in the race would line up across the stadium. The starting line would have grooves for the feet so that the starter could get an even start. A starting gate - when used - was controlled by the judge who held the guide wires in back of the contestants. The runners headed for a turning pole (kampter) which was at the far end of the stadium. The runner would turn himself around by extending his arm and spinning around the turning pole.

There was also a two stade race and a distance race and a race in armor. The armor race was slow and drawn out. There was no "marathon" race as such in the ancient games. The Greeks felt there was no need to run over such a distance. The modern marathon commemorates, however, the feet of a Greek courier who in 490 B.C. ran and climbed his way from the plain of Marathon to announce a Greek victory over the Persians. The courier ran the entire distance (26 miles) non-stop. When he arrived at Athens, he gasped out the good news and then fell over dead. We use the word marathon in English to denote any long or seemingly endless contest or race. The English poet Robert Browning popularized the story of the Greek courier (who he called Pheidippides).

Tell the pupils that in all the Olympiads, ancient and modern, the lighting of the torch has been the formal event that marks the start of the competition. The Olympic torch is always lit at Marathon in Greece. The torch is generally carried by a runner to Athens over the same route that the Greek courier (Pheidippides) used in 490 B.C. to announce the Greek victory. Then the torch is brought to the site of the games.

Recently, Olympic Games were held in Montreal. When the torch was brought to Athens its heat was transmitted into laser beams which were reflected off a satellite which in turn beamed them to another satellite near Montreal in the form of radio waves. The radio waves were then reconverted into laser beams used to light a torch. From that station, male and female runners carried the torch the traditional length of 26 miles. After one lap around the track the torch was dipped into a brazier and the Games of Montreal were formally started by Queen Elizabeth II. The ancient Greeks would have approved this interesting wedding of nature, technology, and the human spirit. Incidentally, the Olympic Flame was extinguished during a violent rainfall at Montreal and had to be relit hastily with a match by a Canadian young man.

Introduce the Latin dialogue for this lesson in the usual fashion using the appropriate cue card.

3. Have pupils answer the following questions either in writing or orally:

   a. How were Greek races different from modern races?

   b. Name some of the different types of races among the Greeks.

   c. How did the marathon get its name?

   d. Do you think that you would enjoy running in a Greek race? Why?

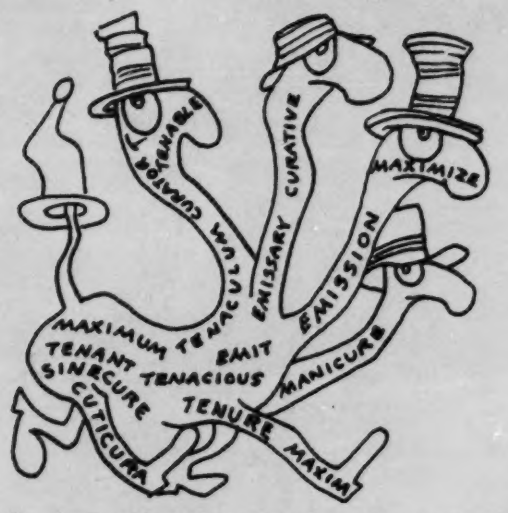
4. Have the pupils echo each of the following derivatives chorally:

   tenant, tenacious, tenure, tenaculum, tenable, emission, emit, emissary, curator, curative, manicure, sinecure, Cuticura, maximum, maximize, maxim

5. Duplicate and distribute the following Word Games.

   Have pupils work at it in class. Help individual pupils as necessary.

WORDGAME 4



The unusual looking fellow is named Phenog of Bridesburg. One of his problems is that he's covered with derivatives and cognates. See if you can help him out by getting the derivatives and cognates into the sentences where they belong. Cross each one off Phenog as you place it into a sentence.

1. To make sure that her Lands stay beautiful, Diana Ross had a _____ at the beauty shop.
2. Ideas that are impossible and "don't hold water" are said not to be _____.
3. A teacher's job is certainly not a _____.
4. High smoke stacks often_____gray, bad smelling smoke.
5. The quarterback had a_____grip on the ball.
6. Stop trying to_____ your difficulties.
7. E pluribus unum is a Latin_____.
8. The_____of reptiles helped to recapture the boa constrictor.
9. The_____capacity of a tank is the greatest amount it can hold.
10. Rest and sunshine have great_____powers.
11. Mr. Lewandowski was not able to be at the meeting personally so he decided to send an _____.
12. The new landlord was more friendly with his_____.
13. The_____of unpleasant fumes is a threat to our enviroment.
14. After several years of very successful teaching Mr. Miller earned his_____.
15. A surgical instrument used for holding is a _____.
15. Skin doctors sometimes recommend_____soap.

Lesson 9

Objectives

1. To introduce the following Latin dialogue orally:

Athleta est.	This is a wrestler.
Quis est?	Who is this?
Athleta est.	This is a wrestler.
Athleta ponderosus et potens est.	The wrestler is heavy and powerful.
Qualis athleta est?	What kind of person is the wrestler?
Ponderosus et potens.	Heavy and powerful.
Athleta parvus et agilis est.	The wrestler is small and quick-moving.
Qualis athleta est.	What kind of person is the wrestler.
Parvus et agilis.	Small and quick moving.
Corpus oleo fulget.	His body shines with oil.
Quo corpus fulget?	With what does his body shine?
Oleo.	With oil.
Ponderosus parvum rapit.	The heavy wrestler seizes the small one.
Quis rapit?	Who seizes?
Ponderosus.	The heavy wrestler.
Quem rapit ponderosus?	Whom does the heavy wrestler seize?
Parvum.	The small one.
Parvus magna voce exclamat, "Mehercule!"	The small wrestler shouts in a loud voice "Heaven help me!"
Quid magna voce exclamat?	What does he shout out in a loud voice?
"Mehercule"	"Heaven help me!"
Ponderosus superat.	The heavy wrestler is the winner.
Quis superat?	Who is the winner?
Ponderosus.	The heavy wrestler.
Quem ponderosus superat?	Whom does the heavy wrestler beat?
Parvum.	The small one.

2. To introduce background material on wrestling among the Greeks

Activities

1. Introduce the above Latin dialogue in the usual fashion. Expressions like ponderosus, potens, parvus, agilis, fulget, magna voce and mehercule lend themselves well to dramatization. Two cue cards are needed here: one depicting a heavy and a small man wrestling; another showing the small man shouting Mehercule!

2. Duplicate and distribute the following description of ancient wrestling. Have pupils read it silently if possible and answer the questions on it.

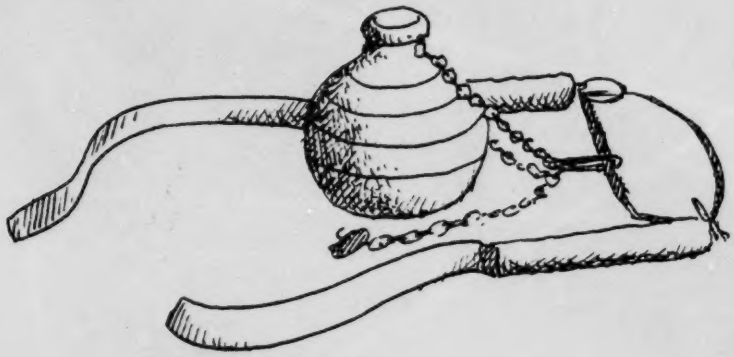
WRESTLING AMONG THE GREEKS AND ROMANS

The most popular event in the ancient Olympics among the athletes themselves was wrestling. Amateur wrestling also was very popular. Almost every Greek and Roman city had a palaestra or wrestling school. Friends wrestled in ancient times the way friends today play ball together.

The rules of ancient wrestling were simple. The athlete who knocked his opponent to the ground three times was the winner. Knocking your opponent down consisted of getting his shoulders to touch the ground. Just as in modern wrestling, many kinds of holds and throws were used. One wrestler would often try to grab his opponent's wrists or arms as in this engraving on an ancient statue base in Athens:

At other times wrestlers fought close to one another as in the picture below:

All Greek athletes oiled themselves before exercise to keep dirt out of their skin. After oiling, wrestlers dusted one another with a special dust or powder to prevent their bodies from being slippery. Greek wrestling schools used large amounts of olive oil and the special dust. After they finished wrestling the athletes took a bath and scrapped off the dust, oil, and sweat with a scraper or strigil. In the picture below are two strigils and an oil container belonging to an ancient athlete:



The Greeks did not divide wrestling events by weight as in modern times. Big heavy wrestlers had a great advantage over light weights. One famous Greek wrestler had seven pounds of meat, seven pounds of bread, and five quarts of wine at a typical meal!

At Sparta (one of the Greek cities) women wrestled one another. There is a story about a woman athlete who ate enormous quantities of food in order to improve her skill. There are stories of women and men wrestling together.

Answer the following questions:

1. What was the most popular event in the Olympics among the athletes?
2. What were the rules of ancient wrestling?
3. How did Greek athletes prepare their bodies for wrestling?
4. What did they do after finishing wrestling?
5. Why did Greek wrestlers eat a great deal?
6. Did women participate in ancient wrestling?

7. Do you think you would have enjoyed being a wrestler in Greek and Roman times? Why?

Lesson 10

Objectives

1. To introduce the reading and writing of the following utterances:

Athleta est.
Athleta ponderosus et potens est.
Athleta parvus et agilis est.
Corpus oleo fulget.
Ponderosus parvum rapit.
Parvus magna voce exclamat, "Mehercule!"
Ponderosus superat.

2. To introduce the following English derivatives and cognates: pentathlon, decathlon, potent, potentate, potential, impotent, agile, agility, rapacious, rapture, raptorial, exclamatory, exclaim, superabundant superhuman, supernal, insuperable

Activities

1. Approach reading and writing of the above utterances in the usual fashion using cue cards and chalkboard.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
pentathlon	athleta "wrestler" competitor"	athletic contest of 5 events
decathlon	athleta "wrestler" competitor"	athletic contest of 10 events
potent	potens "powerful"	powerful
potentate	same as above	monarch, ruler
potential	same as above	capable of coming into being or action
impotent	same as above	powerless, helpless
agile	agilis "swift" "quick"	nimble, active, quick moving
agility	agilis "swift" "quick"	the ability to move nimbly
rapacious	rapit "seizes"	grasping, greedy
rapture	same as above	mental delight
raptorial	same as above	adapted for seizing prey
exclamatory	exclamat "exclaims"	shouting

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
exclaim	exclamat "exclaims"	to cry out
superabundant	superat "overcomes"	over plentiful
Superhuman	same as above	more than human
supernal	same as above	heavenly, lofty
insuperable	same as above	unconquerable, unbeatable

3. Duplicate the following wordgame and have pupils work on it in class or at home.

WORDGAME 5

Whiskers is crying because of all the loose derivatives junking up his house. Help him by inserting the derivatives in the proper sentence. Latin roots are given in parentheses to help you.

PENTATHLON RAPTURE DECATHLON POTENT AGILE
POTENTATE RAPACIOUS AGILITY EXCLAMATORY
RAPTORIAL SUPERHUMAN IMPOTENT POTENTIAL SUPERABUNDANT EXCLAIM
INSUPERABLE SUPERNAL

1. An athletic contest of 5 events is a_____(athleta)
2. A team that is unbeatable is_____(superat)
3. An athletic contest of 10 events is a_____(athleta)
4. "A hundred dollars for that!", I heard my mother_____(exclamat)
5. Good students are very plentiful or_____in this school (superat)
6. The wolf is a_____hunter (rapit)
7. Cats move easily and gracefully: they are described as being very _____(agilis)
8. People feel_____when they can't get their elected officials to listen to them (potens)
9. Every pupil in this class has great_____(potens)
10. A dictator who rules a country with absolute power may be called a _____(potens)
11. Vitamins that are ineffective are said to have lost their_____(potens)
12. The Bionic Woman has powers that other people do not possess; in some ways she is_____(superat)

13. Dancing may develop a person's gracefulness and_____(agilis)

14. A visit to McDonald's or a Dairy Queen may create great_____(rapit)

15. Claws and fangs have a_____purpose (rapit)

16. Students at basketball games frequently make_____statements (exclamat)

17. Heavenly beauty may also be called_____beauty (superat)

Lesson 11

Objectives

1. To introduce the following English derivatives and cognates: corpuscle, Corpus Christi, corpus, corps, corpulent, corporeal, oleaginous, oleomargarine, refulgent, effulge, rapine, rapt

2. To introduce the following Latin mottoes:

Mens sana in corpore sano (Juvenal)	A sound mind in a sound body
Citius, altius, fortius (Baron Pierre de Coubettin)	Faster, higher, braver
Palma non sine pulvere (ancient maxim)	The palm is not won without dust

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
corpuscle	corpus "body"	a small body forming a distinct part of an animal
Corpus Christi	same as above	city in Texas; a parish in North Philadelphia
corpus	same as above	a collection of writings
corps	same as above	a body of troops for special service
corpulent	same as above	fat, portly
corporeal	same as above	bodily
oleaginous	oleo "oil"	oily, greasy
oleomargarine	oleo "oil"	substitute for butter
refulgent	fulget "shines"	shining
effulge	same as above	to shine
rapine	rapit "seizes"	plundering, robbery
rapt	same as above	intent, snatched away bodily

2. Tell the pupils that the Greco-Roman ideal was a sound mind in a sound body. The ancient people believed in a strong connection between mental health and bodily health. Their ideal was summarized in the famous maxim of the Latin poet Juvenal, viz., Mens sana in corpore sano. Have pupils echo the motto several times. Ask them whether they think it is true and why. Ask them if they like the motto and why.
3. Point out that a Frenchman named Baron Pierre de Coubertin in 1896 decided to revive the Olympic Games. The games were eliminated by decree of the Roman Emperor Theodosius in 393 A.D. Have the pupils echo the names of de Coubertin and Theodosius several times. Then write the terms on the board. Mention that de Coubertin coined the Latin motto for the modern Olympics Citius, altius, fortius ("faster, higher, braver"). Have pupils echo the motto several times. Ask them if they think it is an appropriate motto for the Olympics. Ask them if they think it is an appropriate motto for life.
4. Ask pupils if they've ever seen a palm tree. Explain that a palm branch was given to victorious athletes. An ancient proverb said that the palm or prize is not won without dust, i.e., without effort. The motto is Palma non sine pulvere. Have the pupils echo several times. Ask them to apply the motto to their own lives.
5. Have pupils sing the mottoes to the tune of Di Probos Mores or Integer Vitae or any tune suited to Sapphic Strophe. Or have them chanted like a cheer.

Mens sana in corpore sano.
Mens sana in corpore sano
Citius, altius, fortius! Palma
non sine pulvere.

Introduce the song with the Latin direction Cantemus Carmen "Mens sana in corpore sano".

Teachers who are unfamiliar with the tune of Integer Vitae will find the music in the School District's MUSES OF THE GRECO-ROMAN CULTURES: A CURRICULUM RESOURCE ON MUSIC IN CLASSICAL ANTIQUITY. P.11

6. Write the mottoes on the board. Have pupils copy them and illustrate them with stick figures or cut outs from magazine. The possibilities for illustration are virtually endless, e.g., a political figure making a victory speech to illustrate Palma non sine pulvere, a jetplane to illustrate Citius, etc, a computer to illustrate Mens sana, etc. Attractive illustrations may be displayed around the classroom.

Lesson 12

Objectives

1. To review the Latin mottoes presented in the previous lesson
2. To introduce the following English derivatives from the cognates from the mottoes: mental, demented, dementia praecox, mentation, sanitary, sanity, sanitarium, palmary, palmate, palmistry, palmetto, pulveriae, pulverulent, altimeter, altitude, alto
3. To introduce background information on boxing
4. To introduce the following derivatives of PUGIL: pugilism, pugilist

Activities

1. Begin the class by saying Cantemus Carmen "Mens sana in corpore sano". Use this song daily for a while in order to facilitate pupil mastery. It will provide a change of pace and punctuate different segments of a lesson.
2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
mental	mens "mind"	of the mind
demented	same as above	crazy
dementia praecox	same as above	schizophrenia, a mental disorder
mentation	same as above	action or state of mind
sanitary	sana "sound"	free from unhealthy conditions
sanity	same as above	being in good mental health
sanitarium	same as above	health resort
palmary	palma "palm"	worthy of the palm, outstanding, superior
palmate	same as above	palm shape
palmistry	same as above	fortune telling from the lines in the hands
palmetto	same as above	a type of small tropical palm tree
pulverize	pulvere "dust"	to reduce to dust

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
pulverulent	pulvere "dust"	powdery; of dust
altitude	altius "higher"	height above sea level or the earth's surface
altimeter	same as above	device for determining elevation
alto	same as above	a low female singing voice, originally a high male singing voice

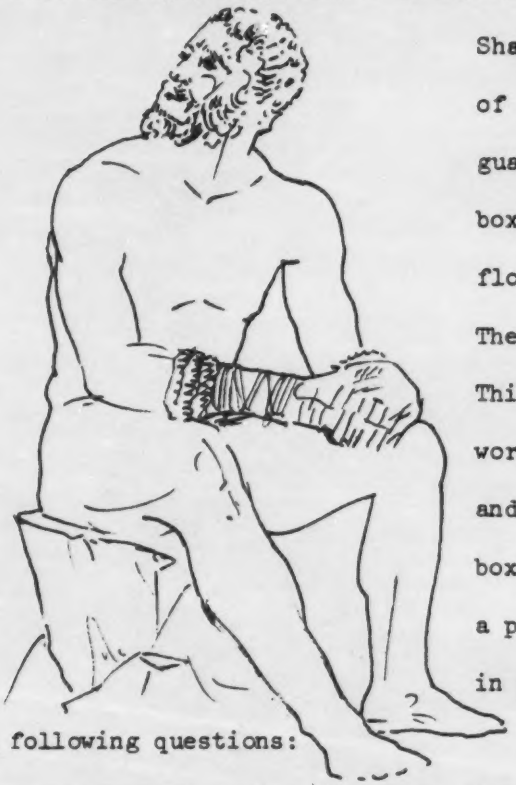
3. Tell the pupils that they are going to learn about boxing in antiquity. The Latin word for boxer is pugil. Have pupils echo the word. Point out that we have an English word "pugilist" that means "boxer" and "pugilism" that means "boxing".
4. Duplicate and distribute the following reading material on boxing. Have pupils answer the questions.

BOXING IN ANCIENT TIMES

Greek and Roman boxing was similar to our own in many respects. There was no classification by weight however. A bout was not divided into rounds but went on until one boxer held up a hand to admit defeat.

The boxers did wear gloves. We do not know for sure what types of blows were allowed and what types were not allowed. "Dancing" around the ring was a favorite way to exhaust an opponent.

The picture below shows a statue of a boxer resting between bouts. His gloves were somewhat different from modern boxing gloves.



Shadow boxing was a favorite method of training. In practice bouts ear guards protected the ears of the boxers. Punch balls filled with flour or sand were used in training. The Latin word for boxer is PUGIL. This word gives us the English words pugilist which means "boxer" and pugilism which means the art of boxing. Thus we call Muhammad Ali a pugilist and say that he is skilled in pugilism.

Answer the following questions:

1. How was ancient boxing different from our own?
2. What were the training practices of the ancient boxers like?
3. Use the derivatives of the Latin word PUGIL in sentences.
4. Do you think you would have enjoyed being a boxer in ancient times? Why?

Lesson 13

Objectives

1. To introduce reading and writing of derivatives and cognates introduced in the previous lessons
2. To review Latin utterances presented thus far in this unit

Activities

1. Duplicate and distribute the following word game.
   Have pupils work on it in class while you help them individually.
2. Duplicate and distribute the Fabella. Have pupils read it silently and respond to the questions in writing. Collect and correct the answers.
   Have pupils read the Fabella aloud and answer the questions orally.
   If the questions are answered in writing you may want to announce a contest. Set up two or more teams and see which team does the best work.

WORDGAME 6

Diana, the mighty huntress goddess has shot some derivative arrows through the sky. Help each arrow to land on target by inserting the derivative in the proper sentence. Latin roots are given in parentheses to help you.

1. The surface of the moon is dusty or_____(PULVERE)
2. The U.S. Marine_____recruits women and men(CORPUS)
3. People with a split personality are said to have_____(MENS)
4. The pilot told the passengers that the plane was gaining_____(ALTIUS)
5. Rudolph the Red Nosed Reindeer has_____antlers(PALMA)
6. A fat person may be politely described as_____(CORPUS)
7. A substitute for butter is_____(OLEO)
8. A city in Texas with a Latin name that means "The Body of Christ" is _____(CORPUS)
9. A insane person may be called_____(MENS)
10. A person who is sneaky and "oily" may be called_____(OLEO)
11. There are machines to_____sugar or break it down into fine powder (PULVERE)
12. Comic book collectors sometimes own the entire set or _____of Batman comics(CORPUS)
13. **Poets sometimes speak of the _____ splendor of the sun (FULGET)**
14. Fortunetellers sometimes use_____to predict the future(PALMA)
15. The Supremes are an outstanding or_____rock group(PALMA)

16. Psychiatrists are interested in your_____or state of mind(MENS)

17. There are lots of_____trees in tropical countries like Zaire and Uganda(PALMA)

18. People may rest in a _____ (SANA)

19. McDonald's and Gino's must maintain_____conditions in their restaurants(SANA)

20. Students give_____attention to their Latin teachers(RAPIT)

21. Taking another's property by force or_____is against the law(RAPIT)

22. A low female singing voice is called_____(ALTIUS)

23. An airplane is equipped with an_____to measure its height above the ground(ALTIUS)

24. The Greeks believed strongly in good_____health as well as in good physical health(MENS)

25. Muhammod Ali is a _____(PUGIL)

26. _____can be a rough sport(PUGIL)

27. A little red or white cell that is found in human blood is called a _____(CORPUS)

28. Happy people_____glow with happiness(FULGET)

29. Bodily or_____health is important for students(CORPUS)

30. People with good attitudes about life usually have no trouble maintaining their_____(SANA)

FABELLA 1

I

Philippus est.
Philippus est discobolus.
Discobolus discum in manu habet.

II

Discobolus discum jacit.
Discus per aëra volat.

III

Alexandria discum jacit.

IV

Discus in terra est.
In Olympiis victor longissime discum jacit. Philippus est victor.

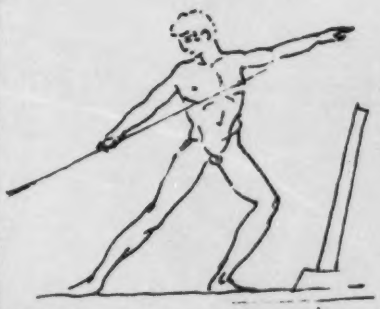
V

Philippus in arena est.
Hic Philippus salit.
Duo pondera manibus portat ut longius salire possit.

VI

Alexandria duo pondera portat.
Qui longissime salit victor est.

VII



Philippus jaculum tenet.
Magna cum cura jaculum emittit. Victor est qui maximā cum curā jaculum emittit.

VIII

Philippus est cursor et celerrime currit. Philippus cum aliis cursu contendit. Philippus vincit quod celerrime currit. Philippus est victor.

X

Whiskerius est. Non est discobolus. Jaculum non emittit. Whiskerius salit et celerrime currit. Whiskerius est parvus et agilis, non ponderosus et potens. Victor non est in Olympiis.

IX

Philippus athleta est. Ponderosus et potens est. Corpus oleo fulget. Non est parvus. Non est agilis. Philippus ponderosus parvum rapit. Parvus magna voce exclamat. Philippus ponderosus vincit.

RESPONDE LATINE:

1. **Ubi habet Philippus discum?**
2. **In pictura IV (quarta) ubi est discus?**
3. **In quo victor longissime discum jacit?**
4. **In pictura V ubi est Philippus?**
5. **Quomodo jaculum Philippus emittit?**
6. **Quomodo jaculum victor emittit?**
7. **Quibuscum Philippus cursu contendit?**
8. **Quo corpus fulget in pictura IX?**
9. **Quomodo exclamat parvus?**
10. **Ubi Whiskerius victor non est?**

Lesson 14

Objectives

To introduce the term ablative case and to indicate that the ablative is used with some prepositions

Activities

1. Have pupils echo each of the following alterances as you demonstrate with a model "discus" (e.g., Frisby, cardboard discus)

Discus est in mensa
Discus est in fenestra
Discus est in tabula
Discus est in sella
Discus est in horto (Draw a "garden" if necessary on the chalkboard or use classroom plants)
Discus est in angulo
Discus est in circo (Use a picture of the Circus Maximus for this)
Discus est in corpore (Use a pupil's body for this)
Discus est in pulvere (Tell pupils to pretend that the floor is dust)
Discus est in manu
Discus est in manibus

2. Invite a boy and girl to serve as a model to illustrate the following phrases as pupils echo.

Puer cum puella est.
Puer sine puella est.
Puella cum puero est.
Puella sine puero est.
Puer cum sella est.
Puer sine sella est.
Puella cum disco est.
Puella sine disco est.

3. Write the above utterances on the board. Point out that each phrase contains a preposition. (praepositio) If pupils do not know what a preposition is tell them and point out an example in English. Point out that many prepositions in Latin are followed by a special form called the ablative case or casus ablativus. Have pupils echo the following terms:

   preposition
   ablative case
   praepositio
   casus ablativus

4. Have pupils copy the Latin utterances given above in Activities 1 and 2 and underline each preposition once and each ablative case form twice.

5. Have pupils illustrate each utterance with stick figures. An X may be used to indicate sine; U may be used to indicate cum.

Lesson 15

Objectives

1. To introduce the following Latin dialogue orally:

Circus Maximus est.	This is the Circus Maximus.
Quid est?	What is this?
Circus Maximus est.	This is the Circus Maximus.
Romani in Circo Maximo cursum spectant.	The Romans watch the race in the Circus Maximus.
Quid agunt Romani?	What are the Romans doing?
Romani spectant.	The Romans watch.
Tubae sonant.	The horns sound.
Quae sonant?	What sounds?
Tubae	The horns.
Equi sunt.	These are horses.
Qui sunt?	What are these?
Equi	Horses
Currus est.	This is a chariot.
Quid est?	What is it?
Currus est.	It is a chariot.
Auriga est.	This is a chariot driver.
Quis est?	Who is this?
Auriga est.	This is a chariot driver.
Equi cum aurigis intrant.	The horses enter with the chariot driver.
Qui intrant?	Who are entering?
Equi	The horses.
Quibuscum intrant equi?	With whom are the horses entering?
Cum aurigis.	With the chariot drivers.

2. To introduce background on the Circus Maximus

Activities

1. Approach the Latin dialogue in the usual way. Visual cues showing the Circus Maximus and showing horns being sounded and chariots with horses and charioteers entering will be needed.

2. Duplicate and distribute the following reading material on Roman Chariot Racing. Have pupils read it and respond to the questions.

ROMAN CHARIOT RACING

The Romans enjoyed chariot-racing very much. Most Roman cities had a large Circus where the races were held. The Latin word Circus means "ring" and it is used to refer to a race course for chariot-racing. In English we use the word "circus" to refer to many types of entertainment.

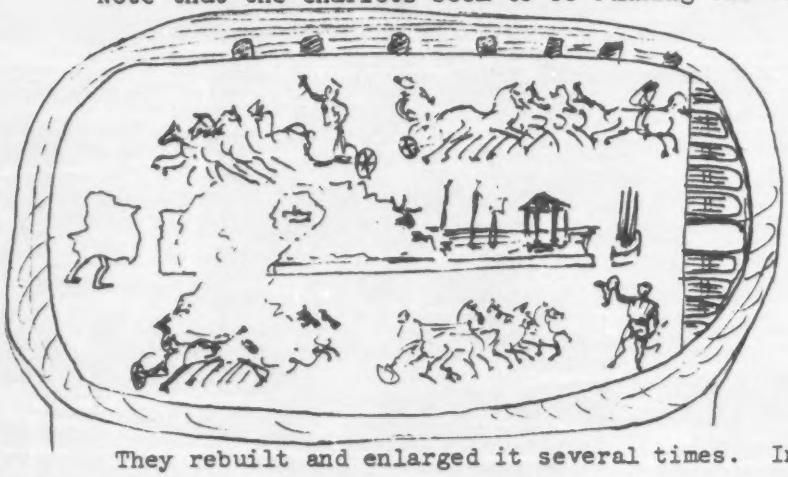
Usually the Roman Circus had a track around which the chariots raced. Spectators sat on the sides as the picture below shows. The spina or "backbone" was the structure in the center. Charioteers competed 4, 6, 8, or 12 at a time under different colors. Each charioteer wore his own color. At first these were red and white. Later green and blue were added and then purple and gold. There were 7 laps to each race and movable figures of eggs and dolphins were used to count the laps.

The races attracted crowds of fans just as modern hockey games or football games. Facts about the number of wins, the names of the charioteers, their colors, and the way they raced were well known by the fans.

The race was started when the chief official at the race dropped a napkin as in the picture below. This practice started when Nero was eating lunch one day and the crowds at the circus grew restless because he was taking so long to finish eating. When he realized this, he threw his napkin out of the window of the dining room of the imperial box as a sign to the crowds

that he had finished and the races could get started.

Below is a picture of a circus scene on a mosaic in Northern Africa. Note that the chariots seem to be running the wrong way!



The circus at Rome itself was called the Circus Maximus. This Latin phrase means "the largest racecource." The Romans laid out the Circus Maximus in the 6th century B.C. and did not abandon it till the 6th century A.D. They rebuilt and enlarged it several times. In the time of Julius Caesar it seated about 150,000 persons. By the time of the Emperor Constantine it seated 300,000 people.

Answer the following questions:

1. What do the Latin terms Circus and Circus Maximus mean?
2. Describe a race in a typical Roman Circus.
3. If you could be present at a Roman Circus would you rather be a spectator, a charioteer, a horse, or the chief official who started the race? Why?
4. How was the race started? Why?
5. Did the ancient people react to races the way modern people do the sports? Explain your answer.
6. For how many centuries was the Circus Maximus in use?
7. What was the seating capacity of the Circus Maximus?

Lesson 16

Objectives

1. To introduce the following Latin dialogue orally:

Equi currere incipiunt.	The horses begin to run.
Quid agunt equi?	What are the horses doing?
Equi currere incipiunt.	The horses begin to run.
Maxima voce populi exclamant, "Volate!"	The people cry out in a very loud voice, "Fly!"
Quomodo populi exclamant?	How do the people cry out?
Maxima voce	In a very loud voice
Quid exclamant populi?	What do the people cry out?
"Volate!"	"Fly!"
Quid agunt populi?	What do the people do?
Exclamant	They cry out.
Vehementer contendunt.	They compete violently.
Quomodo contendunt?	How do they compete?
Vehementer.	Violently.
Celerrimus currus vincit.	The swiftest chariot wins.
Quid vincit?	What wins?
Celerrimus currus.	The swiftest chariot.

2. To review background information on Roman chariot racing

3. To introduce the following English derivatives and cognates: circular, circuitous, circinate, equine, equisetum, equerry, equestrian, recur, curriculum, incipient, inception, inceptive, populous, depopulate, vehemently, vehemence, contend, contention, nolo contendere

Activities

1. Introduce the new Latin dialogue in the usual fashion using the visual cue with the horses and charioteers. Terms such as currere, exclamant, Volate! Vehementer, maxima voce, and celerrimus lend themselves well to dramatization. Most pupils will enjoy seeing the teacher begin to run a little (currere incipiunt). Most pupils will enjoy shouting Volate! The volume and tone of voice will suggest the meanings of vehementer, maxima voce, and exclamant,

Celerrimus currus may be pronounced rapidly to suggest speed.

2. Show the overlay of the Circus Maximus from the Encyclopaedia Britannica's HISTORICAL RECONSTRUCTIONS OF ROME, if possible.

   Discuss it in terms of the suggestions on the back of the overlay.

3. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
circular	circus "race course"	round
circuitous	same as above	round about
circinate	same as above	ring shaped
equine	equi "horses"	horse-like, of a horse
equisetum	same as above	horsetail plant
equerry	same as above	person in charge of horses
equestrian	same as above	riding on horseback
recur	currus "chariot"	return, occur again
curriculum	same as above	course of study
incipient	incipiunt "begin"	beginning
inception	same as above	beginning
inceptive	same as above	beginning, initial
populous	populi "people"	with lots of people
depopulate	same as above	to strip of people
vehemently	vehementer "violently"	strongly
vehemence	same as above	strength, forcefulness
contend	contendunt "compete"	compete
contention	same as above	dispute, controversy
nolo contendere	same as above	no contest-legal term

Lesson 17

Objectives

1. To introduce background on the Colosseum
2. To introduce the following Latin song about the Colosseum

Quamdiu stabit Colosseum stabit et Roman; quando cadet Colosseum cadet et Roma; quando cadet Roma, cadet et mundus	As long as the Colosseum will stand, Rome also will stand. When the Colosseum will fall, Rome also will fall. When Rome will fall, the world also will fall (Venerable Bede)

3. To review derivatives and cognates presented in the previous lesson.

Activities

1. Show the overlay of the Colosseum from the Encyclopaedia Britannica's HISTORICAL RECONSTRUCTIONS OF ROME. Follow suggestions on the reverse side of the overlay. Elicit information from pupils as much as possible.
2. Tell the pupils that they are going to learn a song about the Colosseum. The song sets to music the words of Venerable Bede, an historical writer of the 7th century A.D. Venerable Bede's words were translated into English thus by Lord Byron, the famous English poet:

   While stands the Colisseum,Rome shall stand:

   When falls the Colisseum, Rome shall fall;

   And when Rome falls-the world

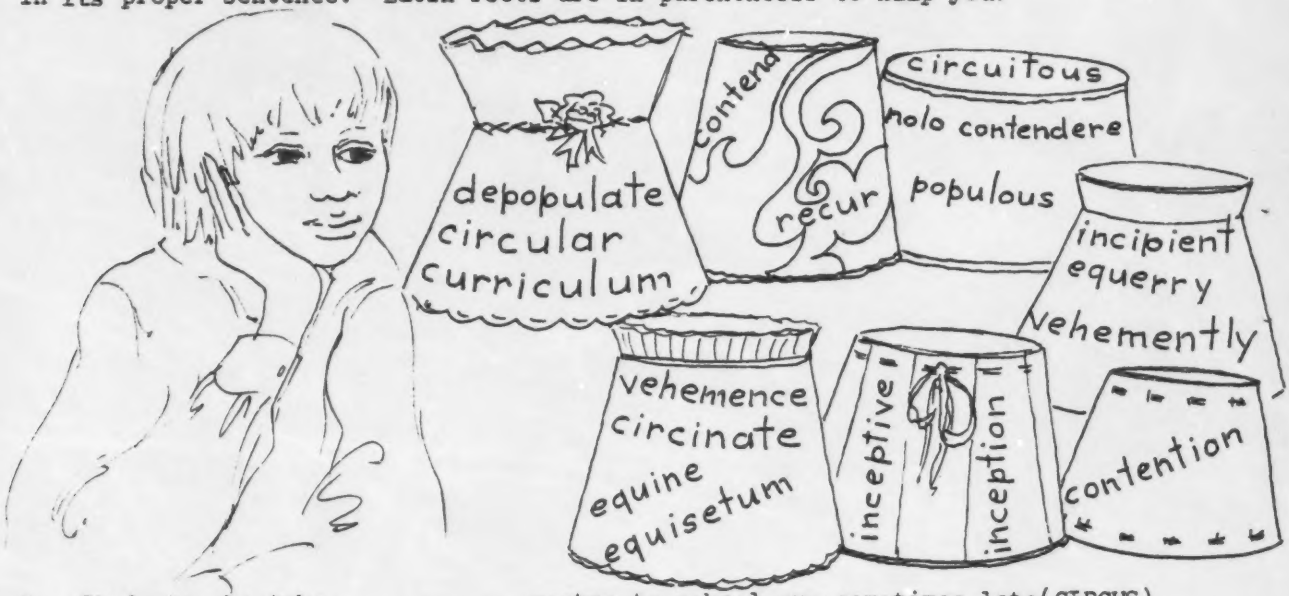
   The Latin text may be sung basically on one note with a rise on the next to the last syllable of each line thus:

   Quam di-u sta-bit Co-los-se-um sta-bit et Ro-ma

   Sing the song and have pupils repeat line by line.
3. Duplicate and distribute the following Word Game. Have pupils work through this while you help individuals.

WORDGAME 7

Maria is the manager of a lampshade factory. By mistake someone put some derivatives on some of the shades. Help Maria out by putting each derivative in its proper sentence. Latin roots are in parenthesis to help you.



1. Students who take_____routes to school are sometimes late(CIRCUS)
2. Some plants have ring-shaped or_____leaves(CIRCUS)
3. Spiro Agnew pleaded_____or "no contest" in court (CONTENDUNT)
4. People try to avoid disputes or_____(CONTENDUNT)
5. Almost all coins have a_____shape(CIRCUS)
6. Since a zebra ressembles a horse it may be described as_____(EQUI)
7. People argue sometimes with great_____(VEHEMENTER)
8. A horsetail plant is called_____(EQUI)
9. The politician pounded the table_____(VEHEMENTER)
10. A stable usually has a person in charge of horses called an_____(EQUI)
11. American bombing helped to_____Vietnam(POPULI)
12. Fairmount Park has many_____statues(EQUI)
13. Acne can_____after it has cleared up(CURRUS)
14. The book that tells your Latin teacher what to teach is called _____(CURRUS)
15. Philadelphia is a very_____city(POPULI)
16. A building that has just begun to be built may be said to be in its _____stage(INCIPIUNT)

17. An _____disease is one that was just started(INCIPIUNT)

18. The beginning of a project may be called its_____(INCIPIUNT)

Lesson 18

Objectives

1. To review the Quamdiu stabit song introduced in the previous unit

2. To introduce the following Latin dialogue.

Colosseum est.	This is the Colosseum.
Quid est?	What is it?
Colosseum est.	This is the Colosseum.
Populi gladiatores spectant.	The people watch the gladiators.
Quid spectant populi?	What do the people watch?
Gladiatores.	The gladiators.
Gladiatores gladio et scuto pugnant.	The gladiators fight with sword and shield.
Quo pugnant gladiatores?	With what do the gladiators fight?
Gladio et scuto.	With sword and shield.
Bestias gladiatores pugnant.	The gladiators fight animals.
Quid gladiatores pugnant?	What do the gladiators fight?
Bestias.	Animals.
Populi plaudunt.	The people applaud.
Quid agunt populi?	What do the people do?
Populi plaudunt.	The people applaud.

3. To introduce the following English derivatives and cognates: static, homeostasis, cascade, cadence, mundane, ultra mundane, gladiolus, gladiate, scutate, Aquascutum, escutcheon, bestial, bestialize, pugnacious, impugn, applause, plausible, plaudit

Activities

1. Begin class by saying Cantemus carmen "Quamdiu stabit". Use the directions Submissā voce! and Magnā voce! to vary the volume. Have the pupils sing the song several times. Use the song daily for the next few weeks as a change in activities.

2. Introduce the new Latin dialogue in the usual fashion needed to teach the dialogue is the visual cue showing gladiators fighting animals with sword and shield and people applauding. Paper swords and shields, paper animals, and student gladiators can also be used to teach the dialogue Spectant, pugnant, and plaudunt can easily be dramatized.

3. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
static	stabit "will stand"	still, standing still
homeostasis	same as above	a balance in the functions of a living thing
cascade	cadet "will fall"	to fall down
cadence	same as above	a falling voice, inflection
mundane	mundus "world"	wordly
ultramundane	same as above	very worldly
gladiolus	gladio "with a sword"	a flower with sword shaped pedals
gladiate	same as above	sword shaped
scutate	scuto "with a shield"	shield shaped
Aquascutum	same as above	a brand name of a raincoat meaning "Watershield"
escutcheon	same as above	shield shaped emblem with coat of arms
bestial	bestias "animals"	animal-like, brute, savage
bestialize	same as above	to brutalize
pugnacious	pugnant "fight"	in a fighting mood
impugn	pugnant "fight"	to oppose, criticize, refute
applause	plaudant "applaud"	clapping
plausible	same as above	seemingly valid
plaudit	same as above	a compliment, an expression of praise

Lesson 19

Objectives

1. To introduce the reading and writing of the following Latin utterances:

Circus Maximus est.
Romani in Circo Maximo cursum spectant.
Tubae sonant.
Equi sunt.
Currus est.
Auriga est.
Equi cum aurigis intrant.
Equi currere incipiunt.
Maxima voce populi exclamant, "Volate!"
Vehementer contendunt.
Celerrimus currus vincit.
Colosseum est.
Populi gladiatores spectant.
Gladiatores gladio et scuto pugnant.
Bestias gladiatores pugnant.
Populi plaudunt.

Activities

1. Using appropriate cue cards review orally all dialogue on the Circus Maximus and the Colosseum.

2. Duplicate and distribute the following Fabella. Have pupils read it silently and respond to the questions in writing. Collect and correct the answers.

   or

   Have pupils read the Fabella aloud and answer the questions orally or in writing. Have pupils correct each other's work.

FABELLA 2

I

Circus Maximus est. Romani in Circo Maximo cursum spectant.

II

Tubae sonant.

III

Equi cum aurigis intrant.

IV

Equi currere incipiunt.

V

Maxima voce populi exclamant. "Volate!"

Vehementer contendunt.

VI

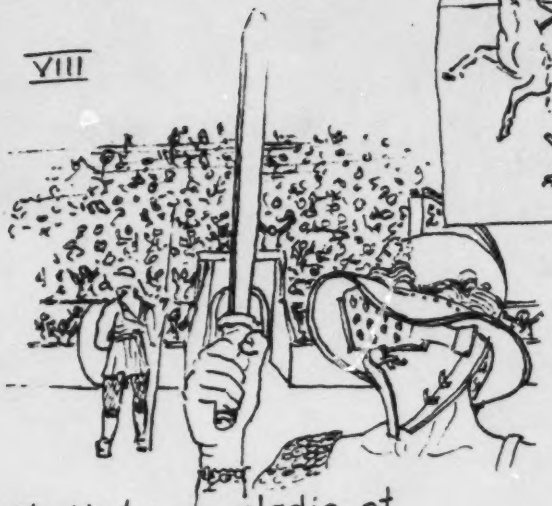
Celerrimus currus vincit.

VII

Colosseum est.

Populi gladiatores spectant.

VIII

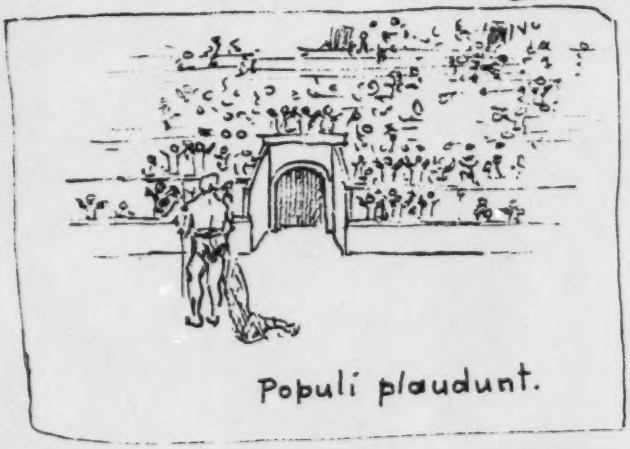


Gladiatores gladio et scuto pugnant.

IX

Bestias gladiatores pugnant.

X



Populi plaudunt.

RESPONDE LATINE:

1. Quid agunt Romani in Circo Maximo?
2. Sonantne tubae?
3. Intrantne equi cum aurigis?
4. Quid agunt equi?
5. Quomodo populi exclamant?
6. Quid exclamant?
7. Quid vincit?
8. Quid agunt populi in Colosseo?
9. Quomodo gladiatores pugnant?
10. Quid pugnant gladiatores?
11. In pictura X quid agunt populi?

Lesson 20

Objectives

1. To practice the English derivatives and cognates presented in lesson 18

2. To introduce background information on the gladiatorial shows

Activities

1. Show the picture of the Colosseum. Ask the pupils what they think went on here. Make the following points:

   a. One of the most popular entertainments in all parts of the Roman world were the shows in which gladiators fought each other.

   b. The shows were advertised on the walls of buildings.

   c. There were awnings made of canvas, supported by ropes and pulleys over part of the seating area.

   d. The games started with the blare of a trumpet. Priests came out to perform a religious ceremony.

   e. Then the gladiators entered in procession, paraded around the arena and saluted the presiding magistrate with the words Morituri te Salutamus! ("We who are about to die salute you").

   f. The gladiators were usually slaves or condemned criminals who lived and trained in a barracks under the supervision of a professional trainer.

   g. Gladiators were armed in different ways. Some carried an oblong shield and a short sword. Some had a round shield and a sword. Some had a helmet which was topped by an image of a fish. Some were only lightly armed with a net and a three-pronged trident. Other types of gladiators fought with spears, on horseback, or from chariots.

   h. The combat ended with the death or surrender of one of the gladiators. If a gladiator surrendered he had to appeal to the crowd for mercy.

   i. If the crowd thought the gladiator should be spared they waved handkerchiefs and extended the arm with the thumb turned down. If they wanted the gladiator killed the thumb was turned upward.*

   j. Successful gladiators were great favorites of the people. Sometimes they received gifts of money. If a gladiator survived long enough, or showed great skill and courage, he would receive a wooden sword, which was a high honor. The sword set him free from any obligation to fight again.

   k. Sometimes wild animals (boars, wolves, bulls, stags, or lions) were used in the combats.

   l. The bull fights found today in Spanish speaking countries and southern France are survivals of the gladiatorial contest.

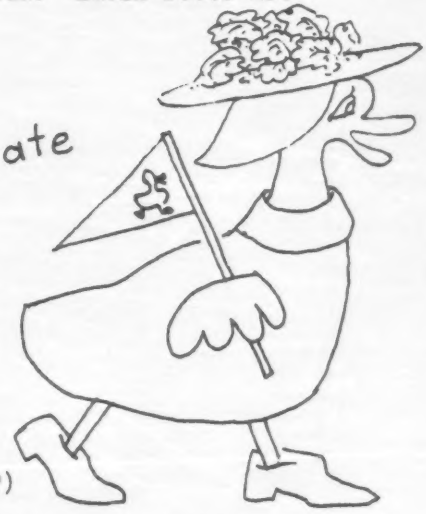
*(Note that modern usage of "thumbs down"and "thumbs up" is the direct opposite of ancient usage.)

m. After discussing the above points, give a true-false quiz based on the above statements.

Duplicate and distribute the following wordgame. Have pupils work on it quietly. Help individual pupils as needed.

WORDGAME 8

Mitilda the Duck is being followed by a lot of derivatives and cognates. They need to be placed in sentences. See if you can help Mitilda. Latin roots are given in parenthesis to help.



static homeostasis cascade cadence mundane ultramundane gladiate gladiolus scutate escutcheon Aquascutum pugnacious bestial impugn plausible bestialize plaudit applause

1. The man's income remained still or_____(STABIT)
2. Sometimes people disturb_____or the balance of nature(STABIT)
3. Raindrops_____from the roof during a storm(CADET)
4. The gentle_____of the country-western singer's voice pleased everyone (CADET)
5. _____and_____people know a great deal about life(MUNDUS)
6. A flower with sword-shaped petals is the_____(GLADIO)
7. In some ways any sharp object may be described as (GLADIO)
8. Objects shaped like a shield are_____(SCUTO)
9. The good student received a_____from the teacher(PLAUDUNT)
10. The stories about little green men in flying saucers do not seem_____to many people(PLAUDUNT)
11. The crowd gave Diana Ross a great round of_____(PLAUDUNT)
12. Muhammod Ali may be described as_____before a boxing match(PUGNANT)
13. In an election one candidate often may_____the other(PUGNANT)
14. In some places governments_____people by treating them so badly(BESTIAS)
15. A savage, animal-like person may be described as_____(BESTIAS)
16. The knight had an_____on his armor(SCUTO)
17. A brand of raincoats made in Great Britain is_____(SCUTO)

Lesson 21

Objectives

1. To review the terms ablative case and the use of the ablative with prepositions

2. To introduce the ablative of means

Activities

1. Have the pupils echo each of the following utterances as you demonstrate with the cue card of the discobolus

Discobolus est in mensa.
Discobolus est cum puero.
Discobolus est sine puero.
Discobolus est in angulo.
Discobolus est cum puella.
Discobolus est sine puella.
Discobolus est in sella.
Discobolus est in manu.
Discobolus est in manibus.

2. Ask the pupils to explain the following terms:

ablative case

preposition

casus ablativus

praepositio

3. Using appropriate cue cards or dramatization have the pupils echo the following utterances

Magna voce athleta exclamat.
Magna voce puer exclamat.
Magna voce puella exclamat.
Magna voce magister exclamat.
Magister jaculum manibus tenet.
Puer jaculum manibus tenet.

Puella jaculum manibus tenet.	Gladio pugnant.
Magister jaculum manu tenet.	Scuto pugnant.
Puer jaculum manu tenet.	Manibus pugnant.
Puella jaculum manu tenet.	Cursu contendit.
Magister pondera manibus portat.	Manu contendit.
Puer pondera manibus portat.	Oleo contendit.
Oleo corpus fulget.	
Oleo manus fulget.	
Oleo jaculum fulget.	

4. Point out to the pupils that the ablative case is used without a preposition to indicate how something is done or by means of which something happens. This use of the ablative case is called the ablative of means. Put the utterances from Activity No. 3 on the board and invite pupils to locate the ablative of means in each utterance.

5. Put the utterances from Activity No. 1 on the board and invite pupils to underline all prepositions once and all ablative case forms twice.

6. Invite pupils to illustrate each utterance from the board with stick figures.

Lesson 22 (Unit Review)

Objectives

1. To review Latin utterances taught in this Unit
2. To review English derivatives and cognates presented
3. To review forms and uses of the ablative case
4. To review information on Greco-Roman sports presented in this unit

Activities

Praenotandum: Because of the length of this Unit more than one class period will probably be needed for review purposes. The number of periods spent on review will vary from class to class. In general it is suggested that about 1/4 of each review period be spent on review of Latin utterances, 1/4 on English derivatives and cognates, 1/4 on the ablative case, and 1/4 on cultural information, until all material in the Unit has been covered.

1. Using the visual cue cards review Latin dialogue orally in the usual fashion. The dialogue may then be put on the board and copied by the pupils or given to them.
2. Have pupils construct sentences using each derivative or cognate contained in their derivative lists that should have been copied in their notebooks. While this is being done help individual pupils as necessary.
3. Have pupils find and underline examples of the ablative case, the ablative of means, and prepositions with the ablative from the Latin dialogue copied. Help individual pupils as necessary.
4. Have pupils write brief descriptions of some (and eventually all) of the following subjects:

the Olympic Games	wrestling
the discus throw	boxing
jumping	Roman chariot racing
the javelin throw	gladiatorial shows
racing	

or

Compose true/false questions on these topics based on material presented in the Unit and have pupils work through these questions.

With either activity, assist individual pupils as necessary.

5. Finish or punctuate the review with the choral singing of Mens sana in corpore sano and Quamdiu stabit.

Lesson 23 (Unit Review)

Objective

To evaluate pupil mastery of material covered in this Unit

Activities

Distribute the following test and have pupils work on it during the class period. When you have corrected the test return it to the pupils and go over it question by question as necessary. Questions may be added to the following test in accordance with the emphasis placed on certain sections of the Unit by the teacher.

Examen Latinum

Nomen meum est_____.

I Elige responsum correctum:

1

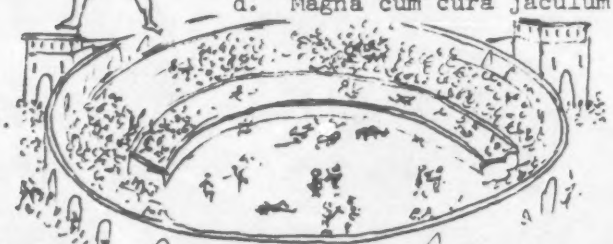
a. Philippus jaculum tenet
b. Discobolus discum manibus habet
c. Discus est in terra.

2.

a. Tubae sonant
b. Populi plaudunt
c. Philippus currit

3.

a. Philippus celerrime currit.
b. Equi sunt.
c. Corpus oleo fulget.
d. Magna cum cura jaculum emittit.

4. 

a. Pondera portat ut longius salire possit.
b. Gladiatores gladio et scuto pugnant
c. Ponderosus superat.

5.

a. Philippus cursu cum aliis contendit
b. Equi sunt
c. Discus per aera volat

6. a. verum
   b. falsum

[For questions 6-10 the pupils indicate whether a statement is true or false while the teacher says the statement while showing appropriate cue card]

[Athleta ponderosus et potens est]

7. a. verum
   b. falsum

[Romani spectant]

8. a. verum
   b. falsum

[Maximā voce populi exclamant, "Volate"]

9. a. verum
   b. falsum

[Duo pondera manibus portat]

10. a. verum
    b. falsum

[Corpus oleo fulget]

II Pone lineam sub formas casūs ablativi:

11. Discus est in horto.

12. Discus est cum puero.

13. Oleo corpus fulget.

14. Magister jaculum manu tenet.

15. Gladiatores gladio et scuto pugnant.

III Fini sententias verbis aptis:

sanitarium
superhuman
corpulent
manicure
curative
corpuscle
altimeter
arenaceous

16. A fat person may be described as_____.

17. Rest and sunshine have great_____powers.

18. The Bionic Woman has powers that other people do not possess; in some ways she is_____.

19. A little red or white cell that is found in human blood is called a_____;

20. People may rest at a _____.

21. A device for determining elevation is an_____.

22. The surface of Mars may be described as_____.

23. A treatment of the fingernails and hands is called a _____.

IV Responde quaestionibus:

24. What were some of the rules for wrestling in ancient times?

25. How was ancient boxing different from our own?

26. Tell the story behind the term "marathon" in your own words.

27. True or false: Bull fights in Spanish speaking countries date back to the ancient Roman gladiatorial combats.

28. What is the meaning in English of the famous maxim "Mens sana in corpore sano?

29. Did women participate in ancient wrestling?

30. If you could be present at a Roman circus would you rather be a spectator, a charioteer, a horse, or the chief official who started the race? Why?

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(Form FL 75)

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Dr. Rudolph Masciantonio
Ass't. Director of Foreign Language Education
The School District of Philadelphia
21st and Parkway
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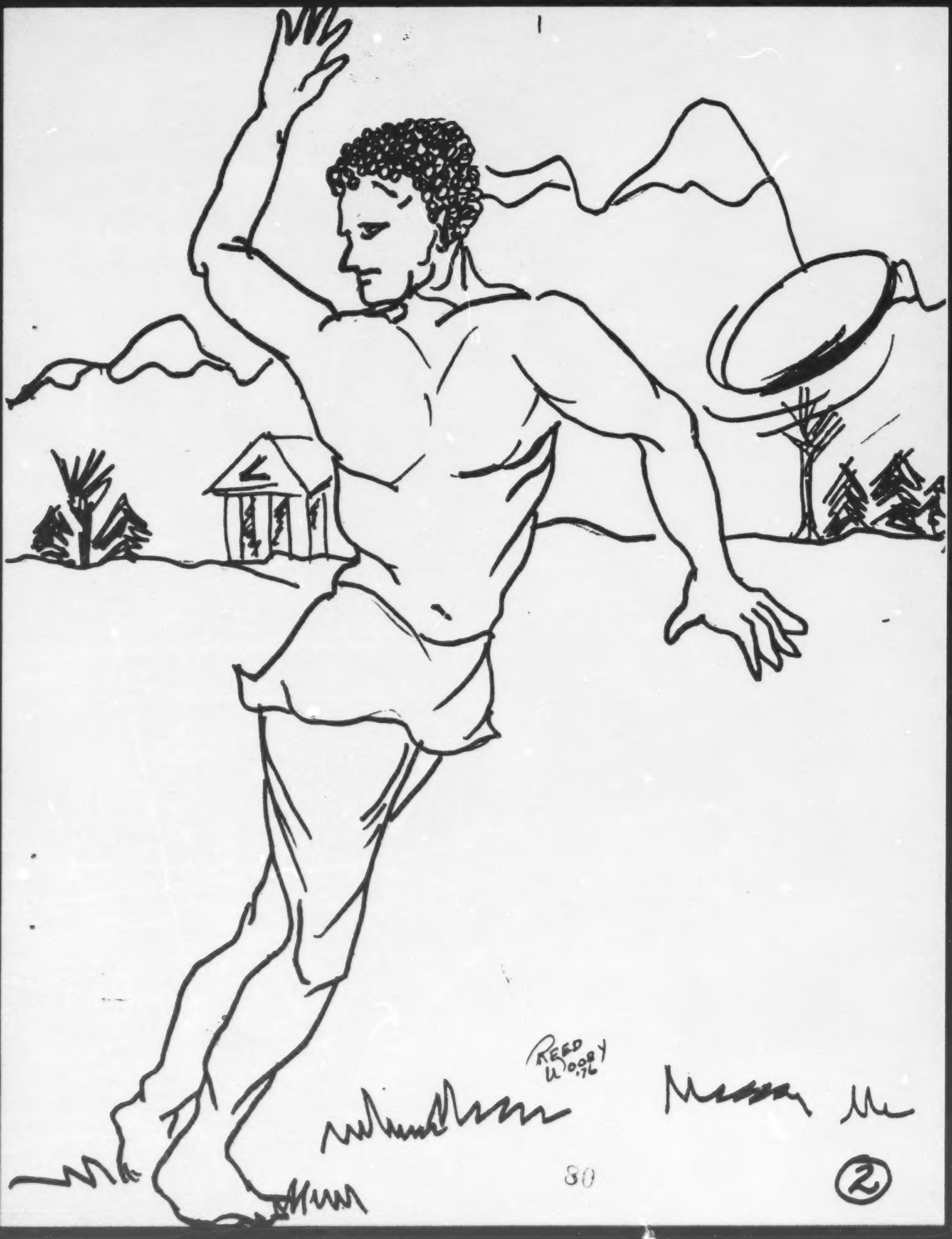
VISUAL CUES TO ACCOMPANY

GRECO- ROMAN SPORTS AND GAMES

Notandum: It is suggested that the Visual Cues which follow be removed from the book carefully and mounted for classroom use. Some teachers find it convenient to write the appropriate Latin dialogue on the reverse side of each cue card for ready teacher reference. Teachers may also want to have pupils color in the cue cards for better visibility.

①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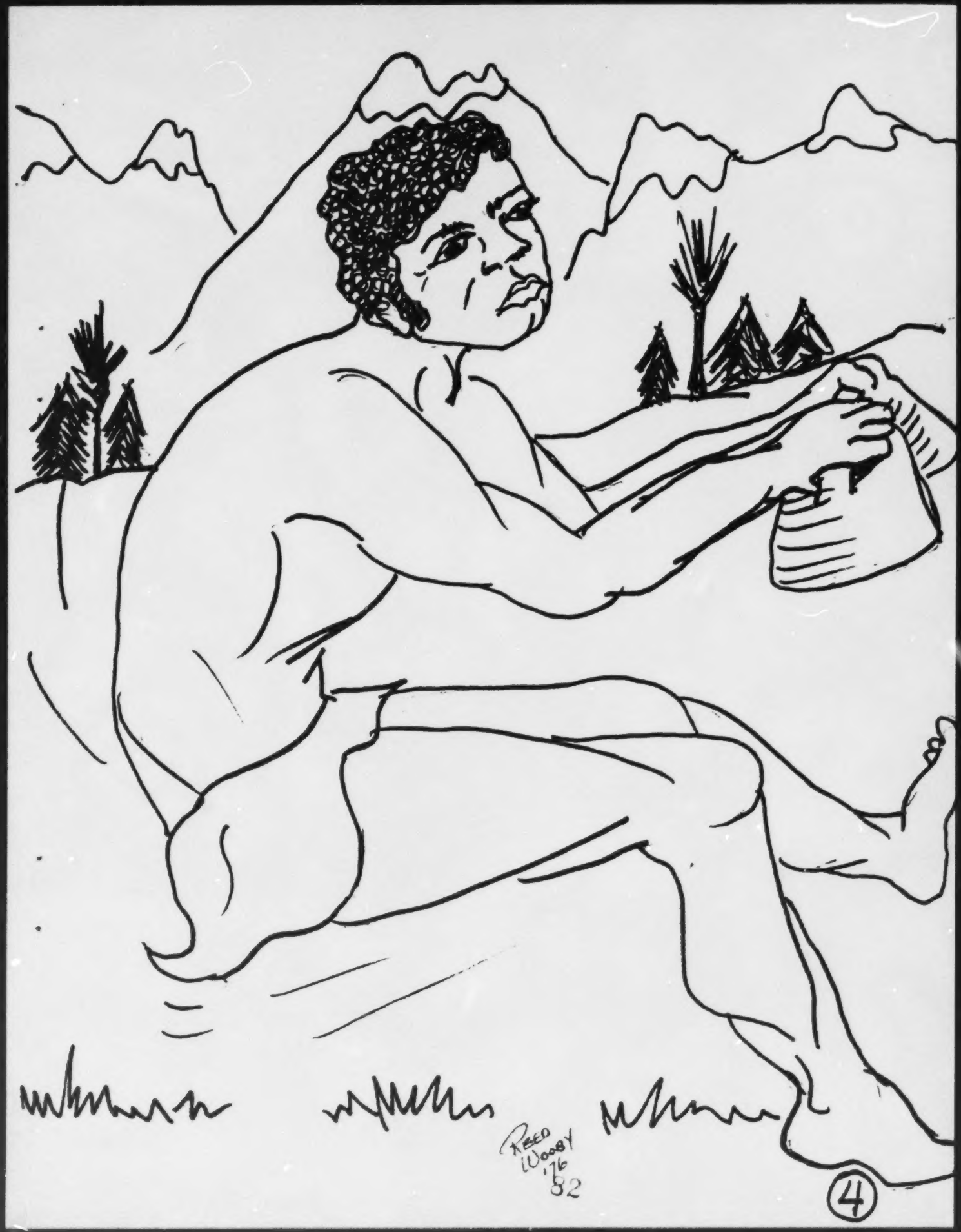
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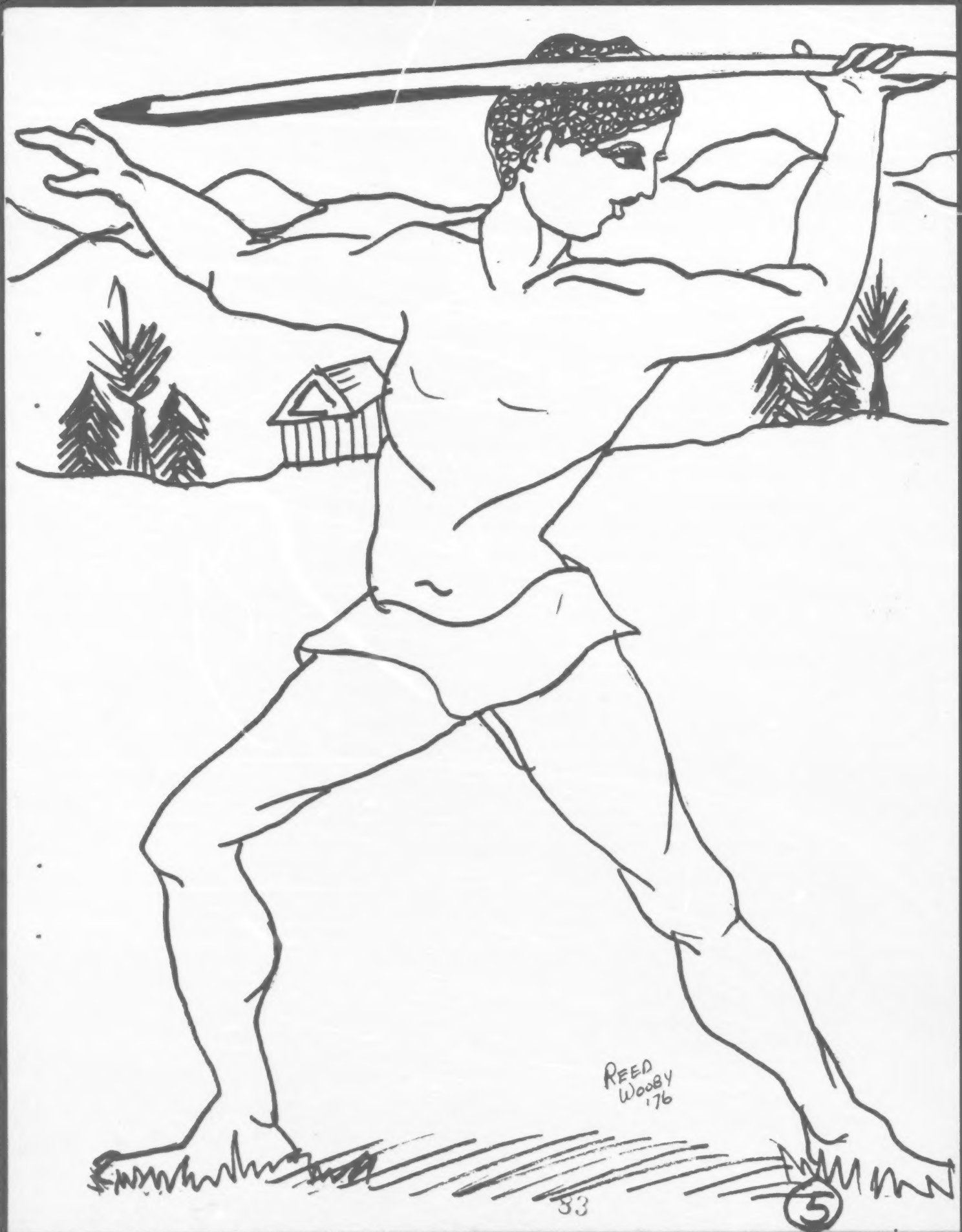
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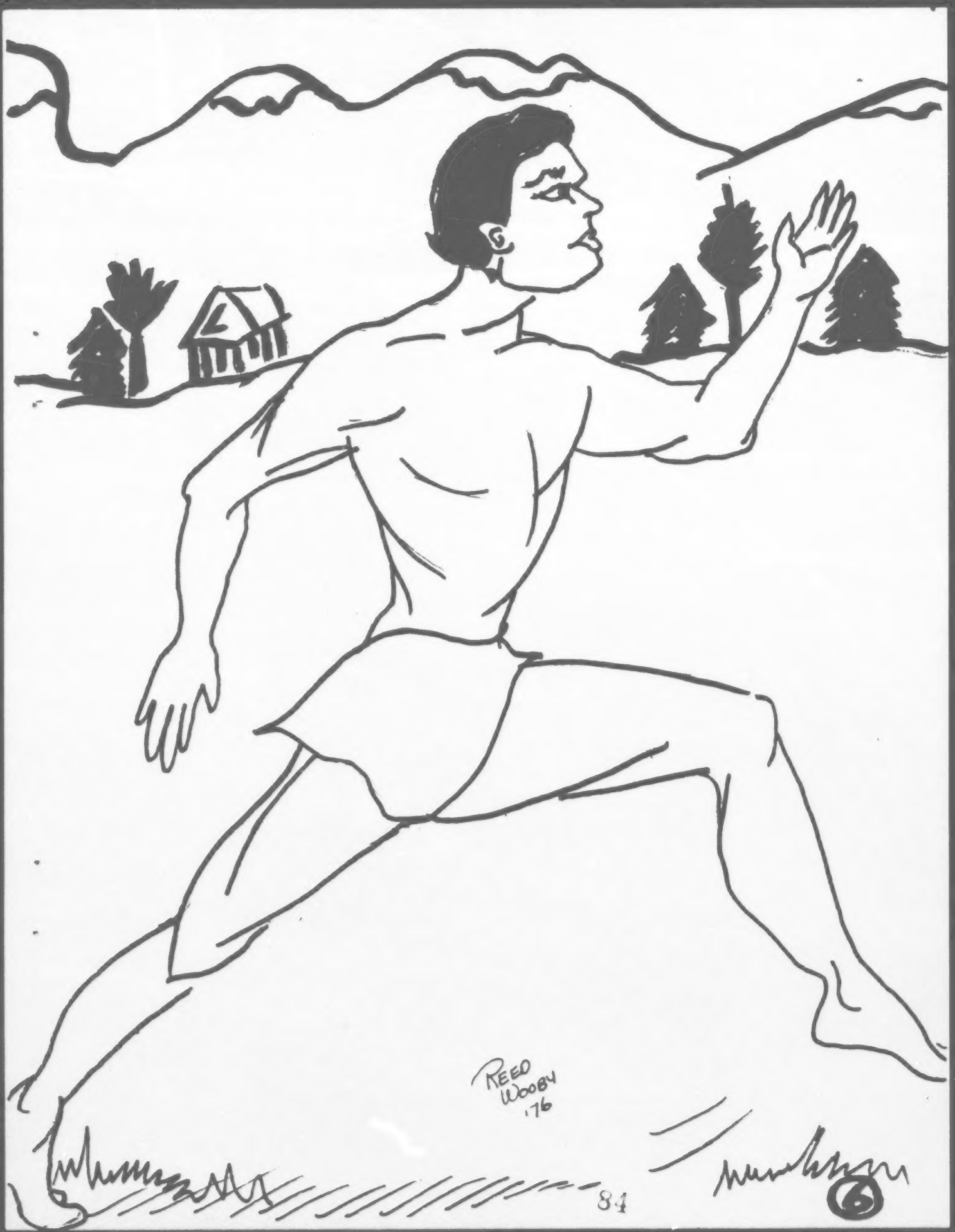
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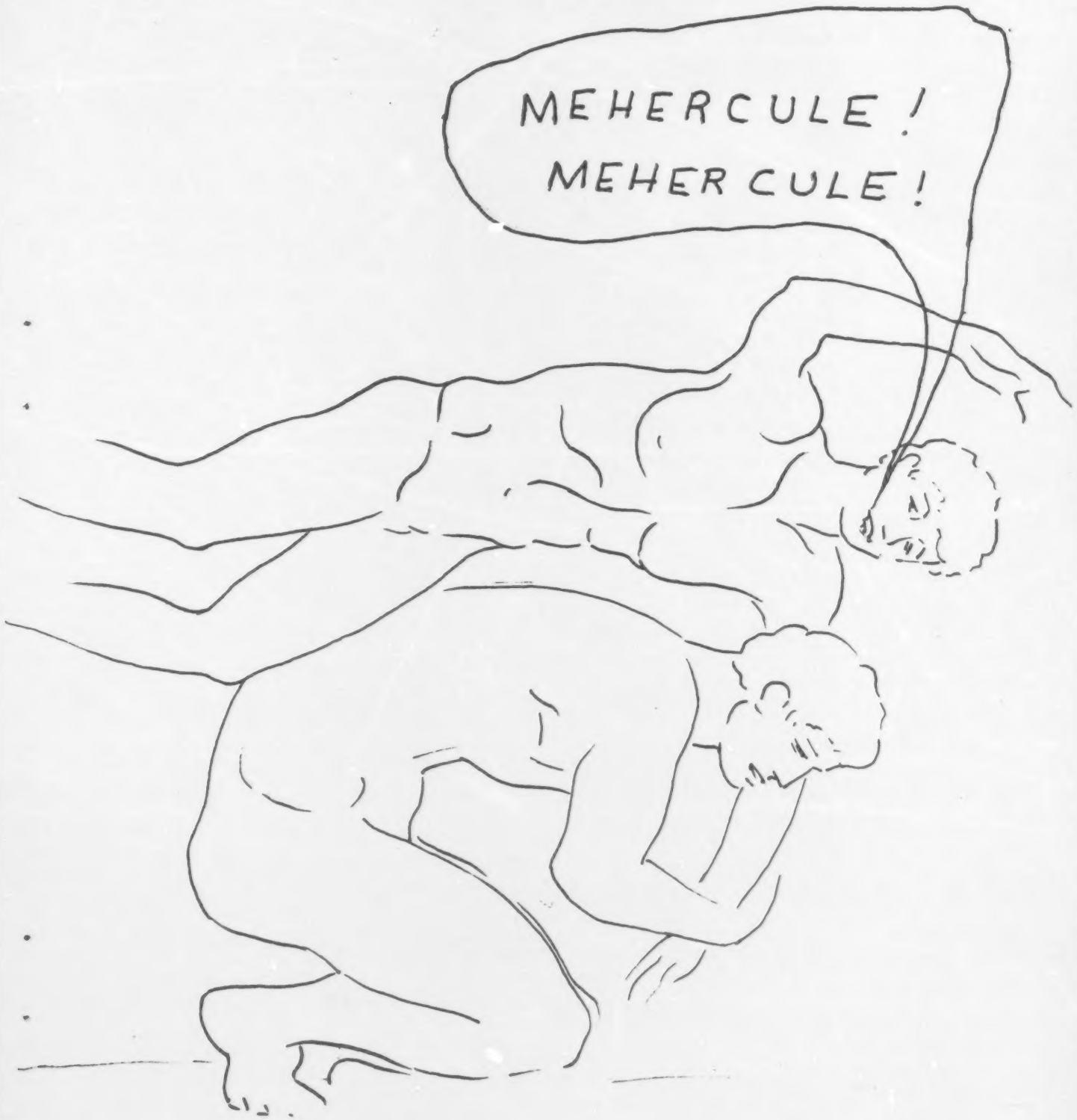
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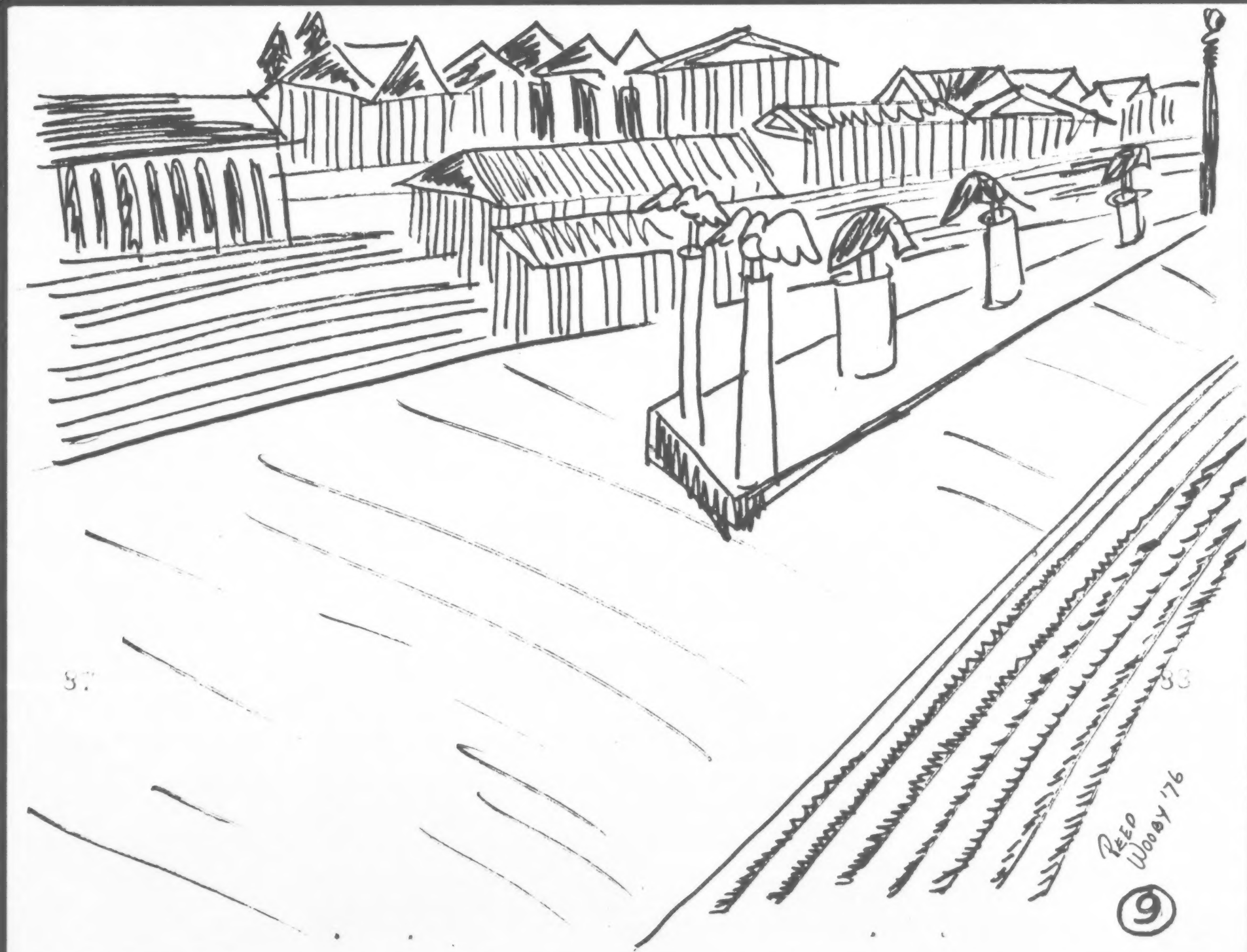
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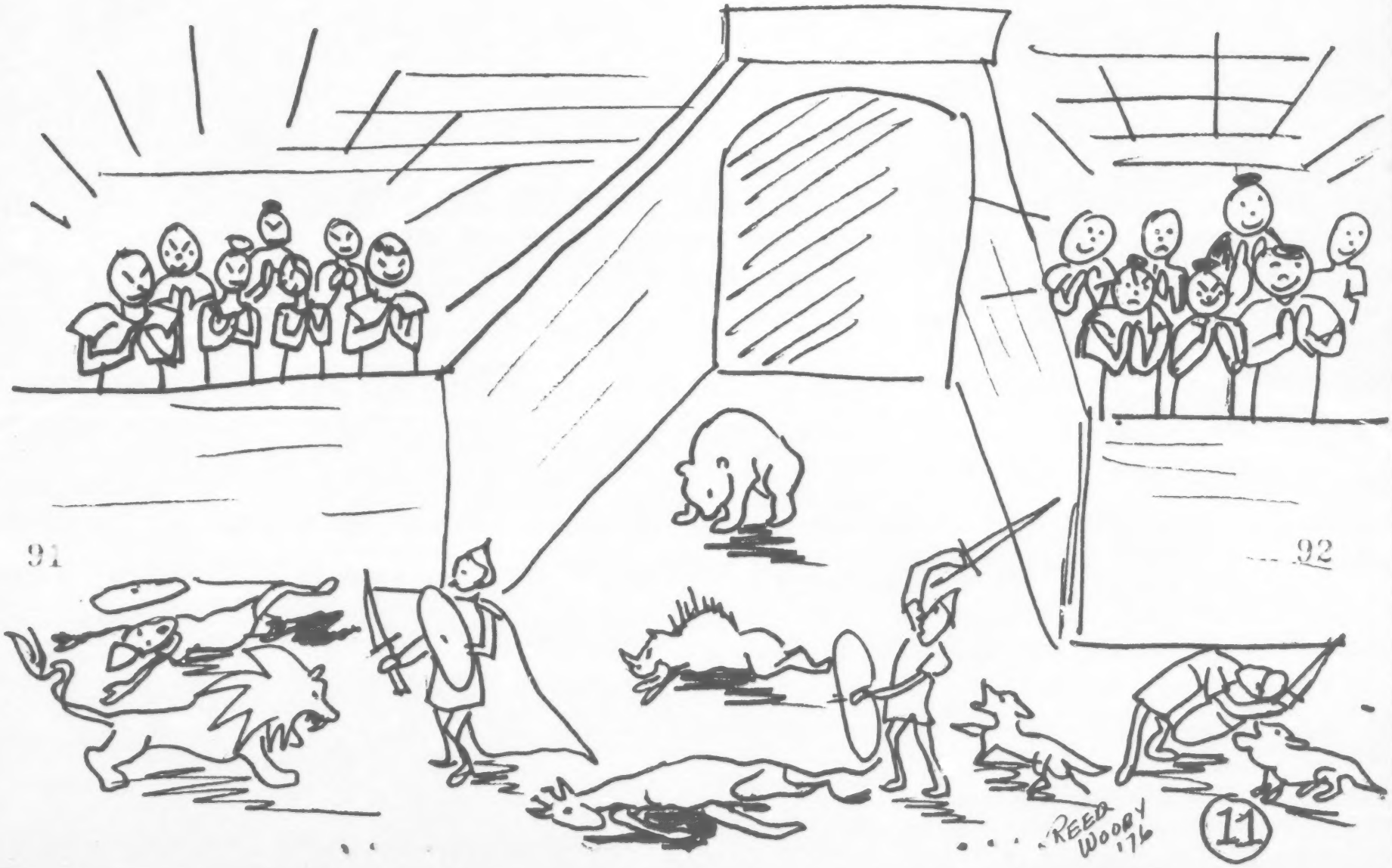
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